Teachers' Contributions to the Culture of Language Classrooms: The Case of Spanish as a Foreign Language

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Abstract

This investigation explores the ways in which teachers contribute to the development of the language classroom culture, defined as "a dynamic system of patterns created, changed and maintained by the participants in accordance with their pedagogic and social status, expectations and responsibilities". It draws its data from classrooms of Spanish as a foreign language, and seeks to analyse:

- Characteristics of the social and institutional context of the teachers and their classrooms.
- Teachers' views on language teaching and learning, their classrooms and their own teaching.
- Verbal and nonverbal means employed by the teachers in their instruction, and more specifically during the transitions between the instructional stages that make up their lessons.
- Relationships between the views of the teachers and linguistic and nonlinguistic features of their behavior in the classroom.

The courses involved in the study were conducted by five different teachers during 1997-1998 in four high schools – three public and one private – and a private liberal arts college, all located in Central Pennsylvania, USA. The methods/instruments for the collection of data were

- Background description of the social and institutional context of the teachers and their classrooms.
- Three rounds of semi-structured interviews with each teacher. The last interview included stimulated recall.
- On-site observation of (a) the physical organization of the classroom, (b) the non-verbal features of the interaction between teachers and students, and (c) the non-pedagogic events taking place during the instruction.
- Retrospective analysis (tape and real-time records) of the verbal interaction between teachers and students.
- Teacher journals.

The results indicate that the teachers' role in the construction of L2 classroom culture is most strongly influenced by their personal theories of teaching and learning, more than by (a) other theoretical and methodological factors, and (b) their interaction with the students. In the tendency to develop their practical knowledge through the instructional sequence, the teachers' pedagogic routines showed a number of striking differences with regard to (a) their combination of pedagogic and disciplinarian control over the instruction and the students, (b) the interaction with the class or specific individuals during the transitions between instructional stages, (c) the use of English and Spanish, and (d) the potential purposes of the performance features.

Declaration

I hereby declare that this thesis has been composed by myself and that, unless otherwise stated, all the research reported herein has been conducted by myself.

Manel Lacorte

Barcelona, 11th December 1999

Acknowledgements

... From the lost to the river ...

Dicho familiar

Writing a dissertation may very well seem to be a quite individual enterprise – and endless, stressful, and loaded with guilt. Nevertheless, among the many things that I have learned in the process, three are essential. First, that it is worth taking the trouble to go through every stage, especially if one thinks that the results might be of some use for the field of second language teaching and learning, and for the overall endeavor to provide the best education to everyone, everywhere. Secondly, that I can be even more tenacious than what I used to think. And finally, that the process would have been much longer and nerve-racking had I not received so much love, support and encouragement from so many people all along the way. So I would like to express my deepest and warmest gratitude to:

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A mis padres, José Luis y Pilar,
y a la memoria de mi abuelo Rafael.
Siempre a mi lado.

Contents

1. Introduction

My academic interest in the subject of this dissertation can be related to a number of developments within the study of second and foreign language teaching and learning in recent years. In my opinion, some of the most salient of these developments have been in three particular areas. First, there has been an increasing attention to the relationship between learner factors and differential success in language learning, which has discredited the traditional view of students as passive recipients of knowledge disclosed by teachers, and has probably contributed to relativize the effect of any given language teaching method perceived as a systematic collection of activities and procedures. Secondly, the emphasis on the results of a particular method or set of techniques has been gradually replaced by descriptions of the processes that take place in the language classroom, connected with the interactive work of both teachers and students. The analysis of these processes may be intimately related to (a) the recognition of the language classroom as a distinct social context, and (b) a greater focus on the social and cultural characteristics of the participants. Finally, a growing number of language classroom studies dealing with the above areas of interest have used a variety of methodological techniques, often borrowed or adapted from other fields such as general education, sociology, anthropology, and psychology.

At a professional and personal level, my interest in exploring the culture of language classrooms is based on my own experience as a teacher of Spanish in several private and public institutions in Spain, Scotland, and the United States – and more recently as a language teacher educator in an American college of liberal arts. This experience has allowed me to work within rather different academic and institutional environments, and become familiar with a number of teaching styles, techniques, procedures, and materials. Above all, it has given me the opportunity to talk about teaching and learning with colleagues and students from different personal, social, cultural, and ethnic backgrounds. Talking about teaching has frequently involved discussions and comments about classroom management and discipline, pedagogic techniques and activities, the progress

of the course and/or specific students, etc. More significantly, these discussions have often included remarks about the personality of the teachers, and how it could affect the classroom environment, the attitudes and motivation of the participants, and the learning opportunities that arise in the classroom.

Another personal incentive for this study derives from my aim of extending knowledge of the social and cultural characteristics of Spanish language classrooms in the United States. The popularity of Spanish in that country may be related to the geographical proximity of and the social and economic relations with Mexico and other Spanish-speaking countries in Latin America. At present, the number of Spanish programs is increasing not only in high schools – secondary education – and colleges and universities – higher education – but also in another context – elementary education – where in the past it was not common to offer any foreign language. This situation, more noticeable in areas with a large Hispanic population, has resulted in the development of new language teacher education programs for students seeking a career as Spanish teachers, who may also find information and resources in a number of professional publications and forums.

This investigation has evolved from a pilot research project carried out in the Institute for Applied Language Studies, University of Edinburgh, in the spring of 1996. The main purpose of this project was to analyze the role relationships between teachers and learners in classrooms of Spanish as a Second Language. To this end, I observed a total of 8 lessons conducted by two female teachers. The classes met once per week for 2 hours, which meant a total of 16 hours of observation – 8 for each class/teacher. The on-site observation was organized around four observation sheets: (a) Sheet A – "First Day" – to show the physical organization of the classrooms at the beginning of my observations, (b) Sheet B – "Initial Arrangements" – to document the physical organization before each lesson started, (c) Sheet C – "Comments" – to collect information about unexpected and non-pedagogic interruptions during the lessons, and (d) Sheet D – "Physical Organization / Non-verbal Interaction" – to describe changes in the physical organization as the lessons advanced, and the non-verbal features of the interaction between teachers and learners.

Special emphasis was given to the transitions between the instructional stages that make up the lesson. These stages were conceptualized according to an assumed equivalence with a classification of teacher roles adapted from Wright, 1987 (see pages 88-89). Sheet E – "Retrospective Observation" – was intended to analyze the classroom discourse occurring during the above-mentioned transitions. Besides the observation systems, I held two interviews with each teacher, with the overall purpose of collecting their perceptions of themselves as teachers and the language learners, both at a general level and regarding the classrooms that I observed. The first interview took place before the observations, and the second after I had analyzed the content of Sheet E. The latter interview also involved the use of stimulated recall, in order to elicit the teachers' interpretations of specific segments of their discourse in the classroom.

The outcomes of the pilot project included: (a) a revised definition of the instructional stages based on the development of the teachers' behavior during the observations, (b) an initial description of the linguistic and non-linguistic characteristics of the transitions between the instructional stages, and (c) a tentative outline of changes in the teachers' linguistic behavior as the series of lessons advanced, possibly connected with their relationship with the students and the social atmosphere of the classroom. Furthermore, the pilot project led to some substantial changes in the design of the data collection methods. First, I reduced the number of observation sheets to three: "First Day," "On-Site Observation," and "Retrospective Analysis." Second, I refined some of the concepts and categories in the observation and analysis systems, and included explicit instructions on (a) the segmentation of episodes for detailed coding, and (b) the subsequent reporting of these episodes. In addition, I decided to hold another round of interviews halfway through the period of observations, and to incorporate data from (a) a more detailed background description of the social and institutional context of the classrooms, and (b) teacher journals.

Nevertheless, the most significant change did not concern matters of selection and design of the collection methods, but rather the orientation of the final project. After my initial contacts with the schools and teachers participating in this study, I realized that I needed

to adopt a much broader perspective in order to understand what I now perceived as a more complex interaction of personal, social, and institutional dimensions. The evolution of my general approach was also affected by (a) my gradually developing acquaintance with reports and studies about language teaching and learning in other social and geographical contexts (e.g., Holliday, 1994; Bailey and Nunan, 1996; Coleman, 1996; Freeman and Richards, 1996; Biddle et al. 1997), and (b) discussions about the nature of the classroom interactive behavior with colleagues and specialists in this area of study. In this respect, the changes in the data collection methods could allow me to be a little more ambitious about the eventual purpose of my research: to understand life in language classrooms, even if it happens to be "even more complicated than we may have previously thought" (Allwright, 1996:225).

The present study was carried out in four high schools – three public and one private – and a private college located in the state of Pennsylvania, USA. Five different teachers of Spanish as a second language conducted the courses involved during the academic year 1997-1998. After gathering data for the background description of the schools, I held three interviews with each teacher – before the beginning of the courses, halfway through the period of observation, and at the end of the academic year. Also, I observed 62 lessons – once per week for each teacher – during the first 15 weeks of instruction. The on-site observations were structured around a coding system that divided the lessons into instructional stages. The observations were followed by a retrospective analysis of the discourse uttered in the transitions between the stages. Finally, the teachers were asked to write a journal during the school year, concerning their views of the courses involved in the investigation.

The review of the literature – Chapter 2 – attempts to provide an overview of studies on classroom interaction – within both L1 and L2 contexts – classroom culture and language socialization, teacher cultures, and teacher-student relationships. Chapter 3 begins with some brief comments on some recent developments in the study of interaction in the L2 classroom, and it includes four research questions intended to examine the teachers' contributions to the culture of their Spanish classrooms. Chapter 4 describes the rationale

behind the combination of data collection methods in this study, and describes the design and methods selected for the investigation. Chapter 5 deals with the analysis and discussion of the data collected through the above-mentioned methods, in the same order. Next, the conclusions – Chapter 6 – aim to condense and integrate these data in order to offer some answers to the research questions. I have arranged the appendices in a separate volume due to their length. The purpose of including these materials – documents, quotes, notes, descriptions, coding sheets, etc. – was to meet certain methodological requirements mostly related to the interpretive qualitative research tradition in applied linguistics and general education.

The results indicate that the teachers' role in the construction of L2 classroom culture is most strongly influenced by their personal theories of teaching and learning, more than by (a) other theoretical and methodological factors, and (b) their interaction with the students. In the tendency to develop their practical knowledge through the instructional sequence, the teachers' pedagogic routines showed a number of striking differences with regard to (a) their combination of pedagogic and disciplinarian control over the instruction and the students, (b) the interaction with the class or specific individuals during the transitions between instructional stages, (c) the use of English and Spanish, and (d) the potential purposes of the performance features.

2. Review of the literature

This literature review is intended to expand on the issues mentioned in the introduction. First, it provides a description of five major types of interaction in the language classroom – "curricular," "pedagogic," "linguistic," "learning," and "social" – and the different methodological procedures employed in their analysis. Secondly, it focuses on the notion of classroom culture, and its connection with the process of language socialization. The next section gives an account of cultures of teaching, teacher socialization, and some considerations about research on L2 teaching. Finally, the review concentrates on the role relationships between teachers and students, and the characteristics of the behavior displayed by teachers in the language classroom.

2.1. Classroom interaction in language education

Research on classroom interaction has included two main types of studies: "those which attempt to describe or define the process and those which attempt to determine which teaching processes are effective in relation to desired outcomes, such as student achievement" (Koehler, 1978, cited by Cazden, 1986:432). Many of the early studies, in the late 1960s, gave more emphasis to the analysis of specific features of teacher behavior by developing a variety of observational schedules. The frequency of categories such as "teacher questions" or "praises" was observed in the classroom by systematic coding techniques, and sometimes correlated with student academic achievement. In contrast to this "positivistic" research tradition, a more descriptive – or "interpretive" – perspective was developed in the mid 1970s both in the United Kingdom and the United States (Cazden, 1986; Bloome and Willett, 1991). This perspective has often attempted to approach the classroom without pre-determined category systems, in order to obtain explanations of classroom interaction which may be meaningful for the participants themselves.

The above research traditions explore the phenomena taking place in the classroom using different methods and techniques for the collection and analysis of data. The positivistic

approach tends to draw upon quantitative methods, such as numerical measurement and statistical analysis and inference, to produce reports containing frequencies or proportions of analytical units under observation (Cazden, 1986; Chaudron, 1988). On the other hand, the interpretive approach often borrows qualitative research techniques such as ethnographic observations or concepts from other fields – ethnography of communication, ethnomethodology, etc. – , in order to provide accounts of classroom interaction. At first, the two traditions developed separately, each of them using rather exclusive methods and techniques of analysis. In the last 25 years, however, a growing number of studies in educational research have combined quantitative and qualitative methodologies, in an attempt to reach "different perspectives on the most appropriate methods to adopt for particular research questions" (Chaudron, 1988:16), rather than "paradigms" for scientific enquiry (Kuhn, 1970, cited by Chaudron, 1988).

The analysis of classroom interaction in L2 classrooms originated from similar theoretical perspectives and methodological choices to those previously outlined for general education studies. However, L2 teaching and learning research gives emphasis to language not only as the object of study for learners, but also as the means of communication between the participants in the classroom setting. This essential characteristic requires the development of "new concepts, instruments, and procedures to adequately describe and analyze interaction" (Chaudron, 1988:13) inside or outside actual classrooms – observations, ethnographic reports, surveys, etc. – or in experimental settings resembling the classroom atmosphere – transcription methods, statistical analysis of specific variables, etc.

As in the wider field of applied linguistics, L2 classroom research has introduced a number of alternative approaches, labels and distinctions in order to refine the common distinction between quantitative and qualitative approaches (Nunan, 1992). These alternative parameters can be associated with four major traditions (Chaudron, 1988; also in Ellis, 1994):

- psychometric
- interaction analysis
- discourse analysis
- ethnographic

Chaudron's view of these traditions, together with representative issues explored and methods commonly employed within them, is summarized by Nunan (1990) as follows:

Tradition	**Typical issue(s)**	**Methods**
Psychometric	Language gain from different methods, materials, treatments.	Experimental method – pre- and post-tests with experimental and control groups
Interaction analysis	Extent to which learner behavior is a function of teacher-determined interaction	Coding classroom interactions in terms of various observation systems and schedules
Discourse analysis	Analysis of classroom discourse in linguistic terms	Study classroom transcripts and assign utterances to pre-determined categories
Ethnographic	Obtain insights into the classroom as a cultural system	Naturalistic "uncontrolled" observation and description

A summary of Chaudron's (1988) four research traditions in L2 classroom research (Nunan, 1990:23; taken from Ellis: 1994:566)

One of the main distinctions between the four traditions lies in their emphasis on either "quantitative" and "explanatory" research – psychometric and interaction analysis – or more "qualitative" and "descriptive" methods – discourse analysis and ethnographic (Ellis, 1994:566). This distinction, however, does not capture the full range of purposes of classroom studies. I propose the following slightly different classification, taking into consideration that (a) a growing number of researchers have used widely varying combinations of methods in their studies, and (b) many of the phenomena being analyzed cannot be regarded as exclusive to any of the traditions.

Traditions	Emphases
Psychometric	Comparison of teaching methodologies ("curricular" interaction)
Interaction analysis	Analysis of classroom behavior ("pedagogic" interaction)
Discourse analysis	Description of classroom discourse ("linguistic" interaction)
Psychometric/Discourse analysis	Correlation of classroom discourse with language gains ("learning" interaction)
Ethnographic	Description of classroom culture ("social" interaction)

The following overview provides a description of studies within both L1 and L2 educational settings – arranged in a chronological order – and a summary of possible limitations for each tradition, in terms of basic categories of analysis, research techniques and instruments, issues of reliability and validity, etc.

2.1.1. Classroom interaction and teaching methodologies ("curricular" interaction)

The field of L2 teaching and learning has often engaged in discussions about what method(s) may be better for teaching a second language (Howatt, 1984). While arguments on this issue may have taken a more relativistic stance in recent years – partly due to broader interpretations of the term "method" (Swaffar et al., 1982; Prabhu, 1990; Kumaravadivelu, 1994) – over the 20th century a large number of writers have produced comparisons between different teaching methodologies at two interrelated levels, conceptual and empirical (Woods, 1996). Examples of the former level are the attempts to compare the "audio-lingual habit-formation" approach and the "cognitive-code transformational-competence" approach in the late 1960's (Diller, 1971; Chastain, 1976), or the comparisons made in the 1970's between "functional" or "notional" approaches and "structural" approaches (Allen, 1977; Rutherford, 1979). I have adapted the

following discussion from several sources that have dealt with this issue in more detail (Allwright, 1988; Chaudron, 1988; Allwright and Bailey, 1991).

The interest in establishing empirical comparisons between language teaching methodologies became manifest in the 1960's, under the influence of a quantitative-empiricist research tradition prevalent in other scientific disciplines. The main objective was to conduct large-scale studies in order to compare the learning outcomes obtained from different teaching programs (Long, 1983a; Chaudron, 1988). For instance, The Pennsylvania Project (Smith and Baranyi, 1968; Smith, 1970) set out to demonstrate the superiority of an inductive audio-lingual approach over a deductive cognitive approach – in public school settings. In the early 1980's, a group of studies shifted the focus from analyzing the effects of instructional methodologies to comparing curricular plans in bilingual education (Trueba, 1979; Swain and Lapkin, 1982; Genesee, 1985). Nevertheless, the interest in analyzing language teaching methods has continued with, for example, comparisons between the Total Physical Response method (TPR) and audiolingualism (Asher, 1977), and research on the effectiveness of communicative language teaching (Hammond, 1988; Allen et al., 1990).

The objections to or problems with quantitative and product-oriented studies can be classified into two main groups: (a) methodological limitations affecting the validity of psychometric and experimental studies, and (b) restricted concepts and invalid assumptions about language and learning. The methodological limitations can be discussed in terms of four kinds of issues: environmental, grouping, people, and measurement (Brown, 1988). (1) Environmental issues refer to, for example, the artificiality of the arrangements within a study, or the influence of naturally occurring variables, i.e., variables in the environment not accounted for by the researcher. (2) Grouping issues concern the changes caused by the composition of the groups participating in experimental research. (3) Examples of people issues are the "Hawthorne" effect – the results of a investigation being affected by the attitude of its subjects toward the initial objectives and procedures – , the "Halo" effect – the tendency among human beings to respond positively to a person or notion they like – , and subject /

researcher expectations about the results of a study. (4) Some instances of measurement issues are the "practice" effect – the potential influence of the measures on each other – , the "reactivity" effect – the measures themselves are causing a change in the subjects – , and the instability of measures and results – the degree to which the results on the measure are consistent, and the degree to which the results would be likely to recur if the study were to be replicated, respectively.

Specific assumptions about what both language and learning are entail the risk of providing inaccurate or biased definitions of the methodological approaches being analyzed (Allwright, 1988). In addition, these assumptions may involve not only restricted conceptions of success in learning outcomes, but also particular choices in terms of the tools employed for measuring such success (Woods, 1996). Secondly, the number of interrelated variables at stake in comparison studies may complicate the analysis of what actually happens during actual instruction, "unless care is taken to validate the distinctions made in the classification by method/program" (Chaudron, 1988:30). In fact, very few comparison studies of language methodologies have actually implemented any kind of systematic description of the classroom processes, which may cause concerns about the validity of the conclusions drawn from them (Chaudron, 1988; Ellis, 1994). Later studies attempted to analyze quantitative relationships between more specifically defined classroom processes and learning outcomes, but in most cases the results seemed to be affected by "their not having developed comprehensible categories of instructional processes, or by their failing to establish theoretical links between the processes observed and outcomes" (Chaudron, 1988:30).

2.1.2. Pedagogic functions of classroom interaction ("pedagogic" interaction)

By the late 1960's and early 1970's, a spate of studies in L2 teaching and learning turned attention from comparisons between approaches and methods to (a) the analysis of lear in order to refine the common distinction between quantitative and qualitative approaches (Nunan, 1992). These alternative parameters can be associated with four major traditions

(Chaudron, 1988; also in Ellis, 1994):

- psychometric
- interaction analysis
- discourse analysis
- ethnographic

Chaudron's view of these traditions, together with representative issues explored and methods commonly employed within them, is summarized by Nunan (1990) as follows:

Tradition□Typical issue(s)□Methods
□□Psychght, 1988), and secondly, the lack of useful results from comparison studies seeking to determine which method could promote more success in language learning (Woods, 1996).

Research on classroom behavior conducted within L1 educational contexts drew upon previous sociological investigations of group processes, in order to develop "systems for the observation and analysis of classroom interaction in terms of social meaning and an inferred classroom climate" (Chaudron, 1988:14). The analysis of classroom interaction involves the use of categories for coding specific classroom behavior (Ellis, 1994). L2 classroom research initially adopted this type of systematic classroom observation with two main purposes: (a) as a way to reflect the specific characteristics of the language classroom, and (b) as a feedback tool in teacher training (Allwright, 1988). At this stage, many studies within either group took as a point of reference the FIAC (Flanders Interaction Analysis of Classrooms) system, designed to observe teacher-student interaction in primary school classrooms. The Flanders system consists of ten categories – seven for teacher behavior, two for student behavior, and one for "silence and confusion." These categories are tallied by the observer as they appear in the classroom, and then entered into a matrix that provides information about patterns of interaction between teachers and students (Flanders, 1970).

Other observational studies attempted to deal with the specific characteristics of the language classroom. For example, Jarvis' observation system (1968) classifies pedagogic behaviors according to the learning activities intended to develop the acquisition of the four language skills – listening, speaking, reading, and writing. The observer records classroom behavior at regular intervals according to rather wide categories such as "teacher talk," "student talk," "target language," "English," "real communication language," or "drill language," which are further divided into a number of learning activities – e.g., "evoking student response," "information explanation," "prompting," "modeling" or "correcting," etc.

An example of work focused on the benefits of systematic classroom observation for teacher training is Moskowitz's Flint (Foreign Language Interaction) instrument (1968, 1971). The purpose of this system is to furnish in-service teachers with accurate and relevant feedback on their own classroom behavior, without employing any achievement measures (Allwright, 1988:57). It analyzes foreign language teaching through real-time coding at regular intervals using categories borrowed from Flanders' instrument plus a number of additional categories such as: (a) "the teacher" – jokes, repeats student ideas verbatim, directs a pattern drill, etc., (b) "silence", (c) "confusion" – enthusiastic and out of order – (d) "laughter", and (e) "English" – ratio of English to foreign language.

General satisfaction with the Flanders system and its derivatives had diminished by the mid 1970's, as both researchers and language teacher trainers began to express doubts about "the basic category definitions, the ways in which observations are made and reliabilities obtained, the significance of data collected in research studies, and the practicality of the method" (Bailey, 1975, cited by Allwright, 1988:110). For this reason, subsequent instruments attempted to analyze classroom behavior from a wider perspective by employing relatively more neutral categories as units of analysis (Ellis, 1994). Fanselow's FOCUS (Foci for Observing Communications Used in Settings) system for either live or recorded observations follows Bellack et al.'s (1966) view of classroom interaction as "a social 'game', bound by conventions, and consisting of an implicitly agreed set of 'moves' by all participants, rather than a set of teaching 'acts'"

(Allwright, 1988:126), in order to describe classroom interaction beyond limitations caused by pre-determined teacher or student behaviors (Fanselow, 1977). Mitchell et al. (1981) developed an observation instrument for the analysis of foreign language classes in Scotland that focuses on the dimensions of topic and activity, as well as on three other dimensions, pertaining to the role played by the teacher, the activity focus of the students, and the general organization of the class. Ullman and Geva (1984) designed the Target Language Observation Scheme (TALOS), which contains both a high-inference section, requiring subjective impressions of various aspects of a lesson, and a low-inference section, for on-the-spot coding of classroom phenomena, divided into linguistic – sound, word, phrase, and discourse – and substantive categories – overt grammar teaching, discussion of the culture of the TL group, and any other subject matter.

Other studies have contributed sets of categories more closely based on a particular theoretical understanding of L2 acquisition (Ellis, 1994). Among them, Long et al. (1976) explored the validity of claims made regarding the benefits of small group instruction for L2 learning through:

- the application of already existing interaction analysis systems (Bellack's system, Moskowitz's Flint, and Fanselow's FOCUS), and
- the development of their own Embryonic Category System (ECS) drawing upon work on classroom discourse carried out by British researchers such as Barnes (1969) and Sinclair and Coulthard (1975).

Long and his team carried out their large-scale study in a university setting in Mexico, first recording lessons, and then analyzing either the original recordings or the transcriptions of them, according to the observation system used. In the early 1980's, another team of researchers in Canada developed the Communicative Orientation of Language Teaching (COLT) observation scheme (Allen et al., 1984), to provide a general view of classroom behavior based on "a comprehensive review of theories of communicative language teaching, theories of communication, and theories of first and second language acquisition" (Spada and Lyster, 1997:788). The system consists of two main parts:

- "A description of classroom activities," designed for use in real-time coding and made up of categories – e.g., drill, translation, discussion, etc. – and subcategories according to notions such as participant organization, content, student modality, and materials, and
- "Communicative features," or specific characteristics of the target language spoken during the instruction that are coded through retrospective analysis of recordings.

Studies within the interaction analysis tradition may face similar objections to those described for comparison studies, with regard to their reliability – the consistency with which others agree on the categories and the descriptions drawn from them – and validity – the extent to which the findings of a study are meaningful and subject to generalization to other situations. Despite their common aim of reaching a deeper understanding of classroom behavior, the numerous interaction analysis systems utilized in the last 30-35 years (Long, 1980) differ from each other in:

- their research foci, i.e., the selection of specific features of classroom behavior to be observed. This fact implies the recognition that no system can achieve a comprehensive perspective of classroom interaction, and may interfere with possible generalizations of findings to other contexts, and
- their operationalization of the above features as analytical categories. This involves the risk of making assumptions about the nature of the classroom behavior that may not match with the interpretations given by other researchers or the subjects themselves, thus hindering agreement between the research participants.

These differences may also affect other more technical aspects of the analysis: recording procedures – coding behaviors every time they occur or within a specific period of time – item type – degree of inference in making the classification – multiple coding – possibility of assigning more than one code to a given behavior – and real-time coding – analysis of live or recorded classroom behavior (Chaudron, 1988). Regardless of the procedures observed in the analysis of interaction, gathering information through more or less exclusive categories may (a) affect the perception of the classroom as a sequence of

interrelated behavioral events, and (b) interfere with likely combinations of relevant features of classroom behavior (Ellis, 1994).

A final group of objections to interaction analyses of L2 classrooms has to do with the possible lack of attention by the researcher(s) to variables not directly related to the categories used in analysis, such as educational background of the participants – including the researcher – personal factors affecting the behavior of both the teacher and the students within and outside the classroom, institutional and academic factors shaping the classroom setting as well as the progress of the instructional sequence, teacher or students' expectations about the purposes of the research, etc.

2.1.3. Discourse and classroom interaction ("linguistic" interaction)

The influence of Bellack et al.'s analysis of content classrooms reached not only studies within the pedagogic tradition of interaction analysis, but also studies focusing on the structural-functional linguistic patterns of classroom interaction. The primary objective of the latter group was "to understand how the classroom worked as a learning environment, by studying how language was used to structure that environment" (Allwright, 1988:126). To this end, the analysis of linguistic interaction adapted Bellack et al.'s ideas in combination with new theoretical models in general linguistics – at the level of suprasentential structures – in order to account for the function of individual utterances, and the combination of these utterances within larger discoursal units (Ellis, 1994:568).

As part of a series of discourse analysis projects carried out by the Birmingham school of linguists (Sinclair and Coulthard, 1975; Coulthard and Montgomery, 1981; Sinclair and Brazil, 1982), Sinclair and Coulthard's research on L1 elementary classrooms (1975) represents the most comprehensive attempt to conceptualize linguistic classroom interaction (Chaudron, 1988). This study organizes the description of the classrooms under analysis into three major levels: social/pedagogic, linguistic, and discoursal. It also develops a conception of classroom interaction as a hierarchically structured system of

"ranks", of which in the case of the discourse level there are five: lesson, transaction, exchange, move, and act. According to rank-specific structural rules, each rank constitutes an element of a higher-level rank. Thus, "acts" – a notion similar to that of a "speech act" (Austin, 1962; Searle, 1969) – are the elements of the moves, just as these form different exchanges and so on. Drawing upon the different taxonomies of speech-act types proposed by other authors (Dore, 1977; Ervin-Tripp, 1976; Searle, 1976), Sinclair and Coulthard introduce a list of twenty-one acts realized from four sentence types – declarative, interrogative, imperative, and moodless – in a system intended to allow (a) a flexible application of basic categories, and (b) modifications as the data presents new contrasts and acts for analysis (Chaudron, 1988:41).

Classroom research in L2 settings has not produced such an integrated analytical system of discourse, perhaps due to the complexity of interaction in a context where language may be both means of communication and object of instruction. Instead, L2 classroom research has given more emphasis to the examination of specific characteristics of the discourse employed by the participants:

- Features of teacher talk such as amount of talk, functional distribution of talk, rate of speech, paralinguistic features – pauses, intonation, articulation, stress, etc. – and modifications in vocabulary, syntax and discourse (Chaudron, 1988; Ellis, 1994).
- Error treatment, and more specifically choices based on questions such as whether, when, how, and who should treat errors in language instruction (Chaudron, 1977, 1988; Allwright and Bailey, 1991; Roberts, 1995).
- Teachers' questions, in order to develop classifications, and analyze their frequency in the classroom (Long and Sato, 1983; Brock, 1986; Allwright and Bailey, 1991). Other areas are: wait time, the nature of the students' output when answering questions, the effect of the students' level of proficiency on questioning, the possibility of training teachers to ask more "communicative" questions, and the variation evident in teachers' questioning strategies (Ellis, 1994:589).
- Participation of students in the classroom discourse (Seliger, 1977; Allwright, 1980; Day, 1984; Pica, 1991), although a large number of studies within this area have

combined descriptive and interpretive approaches to determine how quantity and quality of participation may contribute to L2 learning.

- Relationship between learning tasks and interaction, which involves a combination of descriptive and interpretive purposes, in this case concerning a specific methodological approach based on the design and implementation of tasks in L2 teaching (Gass and Varonis, 1985; Long and Crookes, 1992).
- Practical applications in areas such as language teacher education (Malamah-Thomas, 1987; El-Kadi, 1995; Goatly, 1995), development of pedagogic and curricular materials (Arnold, 1991; Long, 1996a; van Lier, 1996), and the description and evaluation of procedures for the assessment of classroom interaction (Edmonson, 1980, 1985; Slimani, 1992).

A number of authors have attempted to explore the general nature of L2 classroom discourse by identifying different types of language use or interaction. Allwright's "macro-analysis of language teaching and learning" (1980) indicates the relevance of three basic elements: (a) samples – instances of the target language, in isolation or in use – (b) guidance – instances of communication concerning the nature of the target language – and (c) management activities – aimed at ensuring the profitable occurrence of (a) and (b) (Allwright, 1980:166). Ellis (1984) proposes a distinction between "goal" – the overall purpose of an interaction – and "address" – who talks to whom – and then distinguishes three types of goals:

- core goals, where the focus is on the language itself (medium), on some other content (message), or embedded in some ongoing activity such as model-making (activity),
- framework goals associated with the organization and management of classroom events; and
- social goals

(Ellis, 1994:577-578)

More recently, Johnson (1995) has proposed an integrated view of L2 classroom communication – "classroom communicative competence" – taking as a point of reference Barnes' (1976) model of communication and learning. The first component of Johnson's framework addresses the students' knowledge and use of either first or second language. Since the extent to which students can demonstrate this knowledge depends on the patterns of communication created and maintained in the classroom, these patterns constitute the second component – located in the central area of the framework. The patterns of classroom communication are subject to changes derived from the third and fourth components, i.e., the control of the teacher over the patterns, and the students' perceptions of the same patterns, respectively. As in the first component, both teachers and students face classroom communication from specific frames of reference; in other words, aspects of their personal, academic, or professional experience that shape their communicative behavior in the classroom (Johnson, 1995). Seedhouse (1994, 1996, 1997) provides a different perspective on the analysis of L2 classroom discourse based on his view of classroom interaction – "micro level" – as a variety of institutional discourse – "macro level". This variety is defined, for example, by the teacher's evaluation of the linguistic forms and patterns of interaction produced by the students, the consideration of language as both the vehicle and object of instruction, and the relationship of the students' linguistic and interactive behavior with the pedagogic purposes introduced by the teacher (1996:23).

The implementation of discourse analytical systems may offer several advantages for the investigation of L2 classroom interaction. First, the emphasis on description rather than explanation may reduce the possibility of making erroneous assumptions about the nature of classroom behavior. Secondly, the analysis of certain features of the linguistic interaction in the language classroom has expanded the knowledge of the internal formal structure and functional purpose of L2 classroom discourse. On the other hand, possible disadvantages of the discourse analysis tradition may be:

- the selection of structural and functional discoursal units – utterance, turn, T-unit, fragment, etc., as structural units; speech act, repetition, expansion, repair, etc., as

functional units – may involve a risk of using too restricted criteria for the segmentation of discourse (Chaudron, 1988);

- the preference for certain research procedures, either adapted from L1 classroom discourse (Chaudron, 1977; Tsui, 1985, 1987) or more specifically designed for L2 classroom settings (Guthrie, 1987: Wing, 1987: Abdesslem, 1993), may entail insufficient consideration of other relevant psychological or instructional variables affecting communication in the classroom (Westgate et al., 1985; Musumeci, 1996), and
- the lack of a comprehensive model for understanding L2 classroom discourse may lead to inaccurate descriptions of interaction in this environment, often related to the use of concepts and notions from other areas of analysis (Seedhouse, 1997).

2.1.4. Classroom interaction and SLA ("learning" interaction)

The development from comparison studies to studies focused on the language of the learner in the early 1970's (Corder, 1967; Selinker, 1972) involved the introduction of a new line of research that originated what is now commonly known as Second Language Acquisition (Pica, 1997). Drawing upon L1 acquisition research, transformational-generative linguistics, and cognitive psychology, the field of SLA research attempted first to account for L2 learning in relation to innate linguistic features and universal acquisition stages. This interest in establishing a "natural order" in language learning (Burt and Dulay, 1980) became an overall philosophy of language acquisition – as well as of language teaching practice – in part due to Krashen's (1976, 1978) claims concerning (a) the co-occurrence of conscious and unconscious learning processes, and (b) the need for the language learner to be exposed to linguistic input which s/he can understand – "comprehensible input" – as an essential means for the acquisition of the target language system.

At the same time as L2 teaching and learning began to pay attention to Krashen's claims, some sociolinguists expanded an initial focus on "motherese" – caretaker discourse in the interaction with children – in L1 acquisition, to the analysis of the interaction between native speakers (NS) and nonnative speakers (NNS), often in contexts where pidgin and creole

languages were spoken (Preston, 1989; Wolfson, 1989). The analysis of the features of this interaction – e.g., omission of copulas and other items, elimination of verbal inflections, reduplication, occurrence of particular lexical items – led to the introduction of the concept "foreigner talk," i.e., the speech of NSs in spoken interaction with NNSs – different from the interlanguage production of NNSs (Young and Doughty, 1987; Long, 1996b). Based on these sociolinguistic descriptions of L1 and L2 discourse, Hatch analyzed the linguistic input received by NNSs during NS-NNS conversations, as well as the process of negotiation of meaning structured by the participants (Hatch 1978a, 1978b). Hatch's approach to the study of NS-NNS conversation has influenced more recent studies on how conversational adjustments in both NS-NNS and NNS-NNS spoken discourse provide input which is comprehensible to the NNS (see, e.g., Long, 1981, 1983a, 1983b; Long and Sato, 1983; Pica and Doughty, 1985a; Pica et al., 1987; Pica, 1991; Gass and Varonis, 1994).

In the early 1980's, Long (1981) compared NS-NNS speech in one-to-one interviews between strangers with similar data from NS-NS conversations, and found that the main difference between these two kinds of interaction did not lie in the linguistic modifications observed by previous research on foreigner talk, but in the influence of conversational adjustments in the NS-NNS interaction. The informational structure of this interaction involves an effort by the participants to negotiate meaning, a process

> in which, in an effort to communicate, learners and competent speakers provide and interpret signals of their own and their interlocutor's perceived comprehension, thus provoking adjustments to linguistic form, conversational structure, message content, or all three, until an acceptable level of understanding is achieved.
>
> (Long, 1996b:418)

Long (1983b) identified a number of devices that modify interaction in the negotiation process – repetitions, confirmations, reformulations, comprehension checks, clarification requests, etc. – which may be used to overcome limitations, avoid trouble in conversation, or repair communication breakdowns when they appear (see, e.g. Young and Doughty, 1987; Pica, 1994a, for comprehensive reviews and discussion of negotiation of meaning).

The development of research on L2 interaction and SLA entails the reconsideration of initial claims concerning the sufficiency of comprehensible input alone for language learning (Long, 1996b). The idea of learners building their knowledge of L2 solely through understanding the message has been challenged by studies indicating that simultaneous attention to form and meaning is difficult and infrequent (van Patten, 1990). Other studies have shown the importance of output in order for the learner to be "pushed toward the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently, and appropriately" (Swain, 1985:249. Also Swain, 1993, 1995). Further evidence against the sufficiency of comprehensible input comes from the observation of limited NNS linguistic performance in the case of learners living in L2 environments under prolonged exposure to comprehensible input (Schmidt, 1983; Schmidt and Frota, 1986), or learners with difficulties in acquiring certain features of the target language which are not readily apparent (Sato, 1986; Schachter, 1986; Pienemann, 1989). Besides negotiation of meaning, SLA research on L2 interaction has explored other areas of interest:

- attention, related to the learners' need to notice relationships of L2 form and message meaning (Pica, 1997:59). Attention and noticing – conscious perception for which attention is a prerequisite (Long, 1996b:426) – have become essential elements for research on the effects of focus on form on language learning (Long, 1991; Spada, 1997; Doughty and Williams, 1998);
- production, as a way to activate learners' awareness of specific features of L2 by giving them opportunities to communicate in the L2, followed by relevant feedback (Tomasello and Herron, 1989; Gass and Varonis, 1994; Pica et al., 1996), and
- negative evidence, which involves "showing that something in the learner's linguistic, conversational, or physical environment reliably provides the information necessary to alert the learner to the existence of the error" (Long, 1996b:430). Negative evidence can be provided through either non-verbal – puzzled looks, shrugging shoulders, etc. – or verbal behavior – overt correction feedback, clarification requests, and recasts (Doughty, 1994; Ellis, 1995; Lyster, 1998).

An important development within the SLA approach to L2 classroom interaction has been "The Interaction Hypothesis" (Long, 1981, 1983b, 1996b), which suggests that

> negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways".
>
> (Long, 1996b:451-452)

Another approach to L2 learning has drawn upon work in general education, social psychology and linguistics following Vygotsky's (1962, 1978) perspective on language and learning (Frawley and Lantolf, 1985; Edwards and Westgate, 1987; Lantolf and Appel, 1994):

> to treat human learning and cognitive development as a process which is culturally-based, not just culturally influenced; as a process which is social rather than individual; and as a communicative process, whereby knowledge is shared and understandings are constructed in culturally-formed settings.
>
> (Mercer, 1994:92-93)

A number of researchers have combined Vygotskian concepts with methodological procedures previously used in interaction and discourse research, in order to understand functions and patterns of L2 classroom discourse in relation to an interactive kind of learning (Brooks and Donato, 1994; Coughlan and Duff, 1994; Brooks et al., 1997; Craig, 1997; Jarvis and Robinson, 1997)

Even though the above models cannot provide explanations for all the complexities and factors involved in L2 learning (Pica, 1994a; Long, 1996b), they have furnished researchers with new perspectives on (a) the particular circumstances surrounding the L2 language learner, and (b) the different environments in which language learning takes place. However, every approach to the analysis of classroom interaction has its own limitations. In the case of SLA, the dominance of one theoretical approach may be counter-productive if it brings about serious perceptual and interpretive biases toward the object of analysis. In other words, SLA research on classroom interaction may tend to give more emphasis to explanation rather than description, following a "theory-then-research" rather than a "research-then-theory" approach to the phenomena occurring in the classroom (van Lier,

1994; Block, 1996). At a more concrete level, other authors have pointed out other possible methodological limitations of SLA research on classroom interaction:

- a limited scope in terms of population and length of time may entail a lack of statistical significance (Long, 1990),
- findings may turn out to be partial or fragmented due to a focus on isolated aspects of classroom interaction (Ellis, 1994), and
- experimental research conditions may hinder the interactional routines and strategies related to the social context(s) where language learning actually takes place (Saville-Troike, 1985; Ellis, 1987a; Wong Fillmore, 1989; Berns, 1990).

2.1.5. Social and personal factors in classroom interaction ("social" interaction)

The ethnographic or "social" tradition in classroom interaction research has attempted to (a) provide a detailed description of the diverse social and personal conditions that define the L2 classroom, and (b) suggest that classroom research should not only address what is said during the instruction, but also what happens in the instructional context (van Lier, 1988).

Besides its analysis of linguistic features, the sociolinguistic study of interaction between NSs and NNSs in the late 1960's and early 1970's involved the ethnographic description of the different social positions or roles played by the participants in the interaction (Garfinkel, 1967; Gumperz and Hymes, 1972). The extension of such studies into the field of education began in the USA and the UK in an attempt to analyze school success through the differences in language use between home and school (Cazden, 1986; Bloome and Willett, 1991). The study of classroom interaction from the British sociological perspective involved both an attempt to (a) structure its linguistic features around a hierarchical system (Sinclair and Coulthard, 1975), and (b) develop an ethnographic description of the classroom as "a site of actual or potential conflict, in which the participants engage in a strategic interaction" (Atkinson et al., 1988:236, cited by Bloome and Willett, 1991). This concept addresses dimensions such as the varying goals and roles that teachers and students

bring into the classroom, and their possible effects in academic and institutional environments (Delamont, 1983; Hargreaves and Woods, 1984; Blase, 1991). The North American perspective included, first, the analysis of the pedagogic characteristics of classroom interaction (Jarvis, 1968; Moskowitz, 1968, 1971; Fanselow, 1977), and secondly the ethnomethodological description of its "conversational" features, which entails a view of interaction as part of a socially constructed teaching and learning process (Green and Wallat, 1981; Spindler, 1982; Green and Harker, 1988).

Ethnography in L1 and L2 educational research has evolved along a continuum ranging from less to more strongly theory-related positions: understanding or theory-building (strong), monitoring (hybrid), and hypothesis-generating (weak) (van Lier, 1988:54). Within the field of L1 classroom research, Mehan's constitutive ethnography (1979) and Erickson's microethnography (1982, 1986) may fall into the first category due to their attempt to account for the ways in which classroom participants create and manage the interaction that takes place during the instruction at a comprehensive or more restricted level, respectively. The hybrid conception of ethnography implies the implementation of both qualitative and quantitative research techniques, according to the research purposes and the educational setting. Ethnographic studies of bilingual classrooms conducted in the 1980's (Trueba and Wright, 1981; Wong Fillmore, 1985; Cathcart, 1986) may represent an example of this "hybrid" position because of their combination of quantitative analyses – frequency of interaction, student personality, language use, and achievement outcomes – with qualitative reports of specific features of classroom interaction (Chaudron, 1988). Another group of studies within this tradition are those related to the evaluation of language teaching programs, for which an ethnographic component is recommended (Beretta, 1986; Prahbu, 1987; van Lier, 1996).

The "weak" region of the continuum involves the use of ethnography as "a tool consisting basically of unstructured (...) observation, used in order to identify relevant concepts, describe variables, and ultimately generate testable hypotheses" (van Lier, 1988:54). This is the position of many L2 studies implementing ethnographic research techniques to explore specific characteristics of classroom interaction, rather than seeking

comprehensive ethnographies of the L2 classroom. One of the areas of interest for these studies is the organization of turn-taking, derived from ethnomethodological analyses of informal conversation (Sacks et al., 1974), and classroom interaction (Mehan, 1974). These studies tend to view interaction as a process of "co-production," in a situation where both students and teachers follow a specific set of rules in regards to the distribution of classroom speech (Allwright, 1980; Enright, 1984; van Lier, 1988:94-144; Ernst, 1994). As for issues such as feedback, error correction and repair, the ethnographic approach seeks to describe how and why these adjustments are made by all the participants (Nystrom, 1983; Chaudron, 1986; van Lier, 1988:180-212). Studies on questions in classroom interaction have not only suggested a number of classifications – e.g., "display" (already known information) and "referential" (unknown information) types of questions – but also a relationship between questioning and matters of power and control involved in any classroom setting (Westgate et al., 1985; van Lier 1988, 1992; Willett, 1995). The focus on such matters is also relevant for studies dealing with teaching second or foreign languages in multicultural or international settings (Sato, 1982; Kumaravadivelu, 1986, 1990; Canagarajah, 1993; Shamim, 1996)

The ethnographic tradition tends to consider the L2 classroom as a social context, and attempts to describe the social and personal processes developing in such environment without pre-determined theoretical notions about these processes. Logically, the notion of the L2 classroom as a social context involves the influence of one or more social theories providing coherence to the observation and interpretation stages of any given investigation (van Lier, 1988). However, this influence has not usually prevented the L2 ethnographic tradition from investigating the principles or rules of interaction between the participants from a hypothesis-generating position, rather than a hypothesis-testing position (Long, 1980; van Lier, 1988). Likewise, the ethnographic tradition attempts to carry out a qualitative description of interaction through the implementation of research techniques defined by:

- systematic and thorough record keeping of classroom phenomena,
- certain degree of involvement of the researcher in the classroom, and
- careful analysis of the usually multifaceted data

(Chaudron, 1988:46)

In recognition of the value of multiple perspectives in data collection and analysis, a number of ethnographic studies both in L1 and L2 contexts have borrowed the concept of "triangulation" from sociological and anthropological research (Denzin, 1970, 1978). The accumulation and analysis of data from different sources – (non)participant observations, note-taking, interviews, questionnaires, teacher and research journals, etc. – may not entail a complete and accurate representation of classroom interaction, but "at least they [the sources] counterbalance each other and make it much more difficult to believe in the absolute truth of data taken from any single perspective" (Allwright and Bailey, 1991:73).

The disadvantages faced by studies based on ethnographic instruments or concepts for their analysis of L2 classroom interaction may include:

- the methodological difficulties of producing complete accounts of classroom events,
- the lack of generalizability of exhaustive descriptions of specific educational settings, and
- the balance between subjectivity and objectivity in the description.

Even if it focuses on small samples – such as a classroom and its participants, a group of students within the classroom, or an individual – a detailed description of classroom events requires highly trained observers, and a great deal of time and commitment from the personnel involved in the research project (Chaudron, 1988). On the other hand, the fact that most ethnographic studies have been based on small populations entails not only a concern about generalizability, but also "the danger of ignoring superordinate variables relating to the learners' social context" (Ellis, 1994:569). In other words, the effort made by the ethnographic tradition to account for the social and personal processes in L2 classroom interaction may appear insufficient due to its inability to reflect the true and comprehensive "reality" of L2 classroom environments. Finally, certain characteristics of ethnographic methodology, such as the possibility of the researcher(s) participating in the events that s/he/they investigate(s), raise doubts about the degree of objectivity achieved by ethnographic L2 classroom studies.

2.2. Classroom culture

The view of the second language classroom as a distinct social milieu leads to a number of considerations that, for the most part, have not been addressed by the current understanding of language learning at an individual level. Neither have they received much attention from L2 classroom research, beyond some limited attention to specific cultural differences (Allwright and Bailey, 1991). The pedagogic and social interaction between teachers and students may be affected by their attitudes and expectations toward the learning situation, which may in turn be "influenced by social forces within both the institution and the wider community outside the classroom" (Holliday, 1994:9).

This section seeks to give an account of these internal and external factors related to the consideration of the language classroom as a social or cultural environment. The description begins with a preliminary definition of the concept of "classroom culture," and then introduces a distinction between micro and macro aspects of social contexts related to the language classroom (van Lier, 1988; Bloome and Willett, 1991; Holliday, 1994; Willett, 1995). This distinction is intended to (a) allow a more detailed representation of internal and external influences on the language classroom, and (b) provide a basis for the relation of research procedures employed to analyze the process of language classroom "socialization" (Peirce, 1995; Willett, 1995; Allwright 1996; Jasso-Aguilar, 1997; Norton, 1997).

Classroom culture may be considered as a dynamic system of patterns created, changed and maintained by the participants in accordance with their pedagogic and social status, expectations, and responsibilities (Holliday, 1994). This definition attempts to, first, reflect the relationship of the language classroom with different social groups and pedagogic dimensions both within the educational institution – other classrooms, colleagues, peers, administration, curriculum, teaching materials, etc. – and outside – other institutions, professional associations, family and friends, education agencies, researchers, publishers, etc. The second purpose is to serve as a common ground for the various metaphors or perceptions suggested for the L2 classroom – coral garden, arena, dynamic setting, ecological system, etc. Finally, the definition aims to prove an adequate

basis for the account of studies concerned with the analysis of classroom behavior as a representation of competing pedagogic and social factors (Allwright, 1996).

Micro and macro aspects of social contexts in language education

The interaction between micro and macro aspects of social contexts in language education may be described in different ways according to what is meant by "context" (van Lier, 1988:7). Van Lier's (1988) concept of micro context as a discoursal or interactive context is based on Long and Sato's (1983) micro view of classroom interaction: "the context second language speakers create for themselves and the context created for them by their interlocutors" (Long and Sato, 1983, cited by van Lier, 1988:7-8). On the other hand, the macro view – "home-school relations, L1-L2 relative status, students' attitudes and reference groups, and so on" (ibid.) – deals with the socio-cultural context. Holliday (1994) establishes a similar distinction between a macro context that "includes the wider societal and institutional influences on what happens in the classroom" and a micro context consisting of "the socio-psychological aspect of group dynamics within the classroom" (ibid.:13-14). A different approach to micro and macro social contexts is suggested by Bloome and Willett's (1991) analysis of the micropolitics of classroom interaction. For these authors, the distinction between micro and macro views is based on the effect of political and historical contexts (politics of race, gender, class, ethnicity, etc.) on the interaction developed in the classroom by people who (a) construct shared understandings in the process of interaction, and (b) evaluate and contest those understandings as they struggle to further their individual agendas (Willett, 1995:475).

Despite their differing degree of attention to matters of power and control, the above positions concur in the belief that relationships of status, role and authority brought into the classroom by the participants constitute a significant factor in the social and linguistic interaction occurring in that environment. They also agree in considering the current frameworks provided by L2 teaching and learning as "not sufficient to enable us to understand all that we need to know" (Holliday, 1994:14). In this respect, theoretical support has been found in a variety of fields such as general and L1 education, social

psychology, sociology, sociolinguistics, anthropology, ethnography of communication, ethnomethodology, etc. (see Holliday, 1994; Willett, 1995 for extensive bibliography). Likewise, the interaction between the above disciplines has increased the interest in interpretive qualitative research that may combine data collection and analysis procedures in order to contribute to an overall understanding of language learning (Allwright and Bailey, 1991; Schachter and Gass, 1996).

Metaphors for the language classroom

What follows is a chronological account of four "metaphors" or perceptions that have focused on the micro social context of the L2 classroom. The metaphors reviewed here do not include all the proposed metaphors for classroom culture – e.g., the language classroom as a "crucible" in Gaies (1980, cited in Allwright and Bailey, 1991:18), "walk in two worlds" (Henze and Vanett, 1993), "tapestry" in Murray (1996), etc. Rather, they attempt to address three major areas of L2 teaching and learning – SLA, language teacher education, and language teaching methodology.

The classroom as a "coral garden"

Breen (1985) sets up his conception of the classroom as a coral garden against two other metaphors: the classroom as an experimental laboratory, and the classroom as discourse. The main function of the former is to expose students to different experimental conditions which SLA research has shown or claimed to correlate with certain positive learning outcomes. The implicit role of the teacher is to provide students with those conditions – comprehensible input, negotiation of meaning, attention to learner strategies, etc. The classroom as discourse metaphor assumes that classroom discourse can reveal key aspects of language learning. Teachers and students are viewed as active participants who process feedback, negotiate meaning, display questions, etc. This may involve practical classroom applications in terms of "contributions to the discourse according to conversational moves or speech acts which exemplify 'good' instruction and 'good' learner participation" (ibid.:139). Nevertheless, the analysis of surface classroom discourse may not be enough to account for the underlying social psychological forces which generate and shape the discourse according to the

meanings and values of teacher and students. The metaphor of the classroom as a "coral garden" suggests that a language class is

> an arena of subjective and intersubjective realities which are worked out, changed, and maintained (...). They locate and define the new language itself as it never existed before, and they continually specify and mould the activities of teaching and learning. In essence, the metaphor of classroom as coral garden insists that we perceive the language class as a genuine culture and worth investigating as such.
>
> (Breen, 1985:142)

This definition allows us the perception of cognitive and social variables in the classroom from a broader perspective, based on the social reality of the participants. It also allows us to understand psychological change and social phenomena as dimensions of a classroom group defined by its socio-cognitive dynamics. The implications of this metaphor for L2 classroom research may include: anthropological sensitivity to look at the classroom from the participants' different perspectives, longitudinal analysis of issues such as change, progress, and evaluation, continuous process of re-examination of research assumptions and methods of data collection and analysis, consideration of intentions and interpretations behind classroom activities and behaviors, etc.

The classroom as an "arena"

Prabhu (1992) describes the language lesson as an event consisting of four different dimensions. First, it can be viewed as a curricular unit, i.e. a stage in the implementation of a course. This metaphor implies that learning is a psychological process in which each unit in the curricular sequence "matches a corresponding point in the learner's progress" (ibid.: 226). Second, the lesson can be seen as the implementation of a method, assuming that "the theory of learning that informs that pattern of activity is in fact a valid theory" (ibid.:227). The third metaphor sees the lesson as a routinised social event, where roles and role relationships are established by tradition, and actions are taken in a ritualistic manner. Prabhu argues that this notion serves an essential function in language pedagogy, since "the classroom lesson is a recurrent encounter between people and, like all recurrent encounters, needs the sense of security arising from shared expectations" (ibid.:228).

The fourth metaphor considers the lesson as an arena of human interaction, in an attempt to reveal the influence of the participants' personalities, attitudes, expectations, fears, etc. on the classroom process. This metaphor goes beyond the pedagogic view of classroom interaction, in order to reach a more direct and human perception of something that occurs in any other social environment. Consciously or unconsciously, the participants in the classroom event tend to establish routines which allow them to reach an equal degree of comfort. These routines cannot be established unless all the social and psychological factors at stake are taken into account. Once this task has been achieved,

> the more well-established the routines are, the more settled the balance is. The reverse is also true: the more stable and comfortable the balance is to teachers and learners, the more quickly and firmly the routines get established, becoming less and less open to change.
>
> (Prabhu, 1992:234)

This idea has several implications for teachers. For example, the resolution of conflicts arising from the introduction of new teaching techniques derives from the teachers' awareness of the specific characteristics of their class. In addition, this awareness involves the need to rely on teachers' own theories regarding what goes on in the classroom, as well as the recognition of the fact that

> specialists' theories are on the same footing as teachers' theories, and that both specialists and teachers can benefit through an interaction between their theories. Perhaps teachers will be helped to function as theorists if those who regard themselves as theorists begin to function as teachers.
>
> (ibid.:240)

The classroom as an "ecological system"

Brown's (1994) metaphor of language acquisition as an ecological system aims to summarize the different approaches and models to second language acquisition suggested to date through a vignette in which all the elements believed to influence the learning process are included: rainclouds (teacher talk, materials, other students, non-verbal interaction, classroom context, self, etc.), seeds of predisposition (innate, genetically transmitted processes), soil (styles and strategies that a person puts into action), seeds

germinating (language abilities), roots (network of competence), branches of affective variables, and leaves of comprehension and production strategies. The resulting root system (inferred competence) corresponds with the notion of intake. There are several aspects that distinguish intake from actual output, all of them based on the climate of innumerable contextual variables. Finally, the output is the resulting tree which consists of a trunk of feedback, branches of production and comprehension, and fruits of communicative abilities (speaking, listening, writing, and reading). Within this metaphor, the teacher is seen as the horticulturist who

> can irrigate to create better input, apply fertilizers for richer soil, encourage the use of effective strategies and affective enhancers and, in the greenhouses of our classrooms, control the contextual climate for optimal growth!
>
> (Brown, 1994:295)

A wider perspective for this metaphor comes from a longer ecological tradition in general education (Hamilton, 1983; Bowers and Flinders, 1990; Nystrand, 1997). Ecological studies attempt to understand classroom behavior in relation to its physical and social contexts. They also deal with teaching and learning as interactive processes – rather than as a cause and an effect – that are influenced not only by the immediate classroom setting, but also by other contexts such as family, community, culture, and socio-economic system. Furthermore, these studies seek to incorporate the attitudes and perceptions of teachers, students, parents, administrators, etc. as part of the data about schools and classrooms (Hamilton, 1983). Recent ecological views of first and second language education have stimulated the reconsideration of classroom learning as

> a complex adaptive system, of the mind as the totality of relationships between a developing person and the surrounding world, and of learning as the result of meaningful activity in an accessible environment.
>
> (van Lier, 1997:783)

The theoretical and practical implications of this system are connected with the development of new scientific and research approaches to theory building and the study of complex non-linear structures of knowledge (Edge, 1993; Larsen-Freeman, 1997; van Lier, 1997, 1998). These approaches may re-examine reductionist or causal assumptions in regard to

- basic mechanisms operating in SLA,
- claims about the extent to which something has been learned,
- the variability of interlanguage,
- the understanding of learner differences, and
- the relationship between language learning and social environments

(Larsen-Freeman, 1997)

The classroom as a "dynamic setting"

Dörnyei and Malderez's (1997) metaphor for the language classroom draws upon research on group dynamics in the field of social and educational psychology, and more specifically in the area of psychological processes underlying cooperative learning (McGroarty, 1993a; Clément et al., 1994; Nyikos and Oxford, 1997; Ehrman and Dörnyei, 1997). The purpose is to analyze the principles and different dimensions of the classroom as a "dynamic group" of participants, in order to provide theoretical insights and practical suggestions for teaching in environments "where language learning is a rewarding and *therefore* [authors' emphasis] efficient experience" (ibid.:65). The relationship between group dynamics and the language classroom revolves around five major issues. First, group formation refers to the development of a social structure in the classroom that may prevail for an extended period of time. One aspect of group formation is the relations established between the members of the group, in terms of physical attractiveness, perceived ability, attitudes, personality, economic status, etc. Negative individual attitudes or feelings within the group do not necessarily affect the cohesion of a group, since "one may like group members at the same time as one dislikes them as individual persons" (Turner, 1984:525, cited by Dörnyei and Malderez, 1997:69). Another aspect deals with the creation of norms, not only from the group's own personality, but also as a result of outside institutional norms. Group development consists of five stages:

- forming (initial orientation toward each other),
- storming (initial conflicts in group formation),

- norming (regulation and acceptance of norms),
- performing (focus on cooperation and achievement of goals), and
- adjourning (management of the end of the group experience).

Group characteristics are defined in relation to concepts such as group norms, status or position system within the group, degree of cohesion among the members and to the group itself, and the level of individual contributions to classroom common goals. The effects of the physical environment on the group concern the relevance of elements such as (a) the size of the room and the location of the windows – i.e., the basic spatial characteristics of the classroom, (b) the positioning of the furniture – rows and columns of desks/chairs, semi-circles, full circles, etc. – with regard to the degree of interpersonal attraction and engagement in the activities resulting from different classroom environments, and (c) the decoration of the room – posters, pictures, flowers, drawings, etc. – based on the advantages derived from a pleasant learning environment, especially if personalized by both teacher and students (Loughlin, 1992, cited by Dörnyei and Malderez, 1997:74). Finally, the role of the teacher as group leader has to do with the group's disposition and commitment to the group goals and norms. The teacher embodies group consciousness, and the implications of his/her choices in regard to roles adopted in the classroom may affect not only the development of a specific group, but also the future perceptions and attitudes of its members toward other broader social and educational issues.

The analysis of language socialization

To some extent, the concept of classroom culture may be seen as a relatively static entity consisting of units and categories such as those introduced by the above metaphors. The following section centers on the analysis of how classroom culture may be developed by the participants in different pedagogic and social contexts through the process of language socialization. This notion does not refer to the popular usage of "socializing" – 'active participation in informal social activity' – but rather the process of understanding values and behaviors appropriate to members of social units (Hamilton, 1983).

As already mentioned, research in the field of general education has generally devoted more attention than has L2 research to the relationship between classroom behavior and its social and educational contexts. Previous sections in this review have also discussed the tendency of L2 classroom research to focus on (a) comparisons between different language teaching methods, or (b) descriptions of specific classroom phenomena mainly in relation to the analysis of language learning or acquisition. The process of language socialization – both in second or foreign language teaching contexts – may entail, first, a wider conception of the pedagogic and social issues within the classroom, and secondly, a multitude of possibilities for classroom research with respect to theoretical dimensions and methodological techniques (Allwright, 1996).

As in the case of the interaction between micro and macro social contexts, language socialization may be perceived as the interaction between "internal" aspects – social and pedagogic behavior within the classroom – and "external" aspects – social and pedagogic behavior in relation to the world outside the classroom. In order to take into consideration both types of socialization, studies in various geographical, social, and institutional contexts have attempted to leave behind the analysis of data through only transcripts of classroom verbal or non-verbal language obtained from audio or video recordings. Instead, research on the relationship between language socialization and language teaching and learning has often "triangulated" (non-) participant audio- and videotaped observations, descriptive or critical ethnographic field notes and reports, narrative vignettes, questionnaires, individual and group interviews, writing samples, participant and research journals, research teams, institutional and pedagogic material, and home visits and observations.

The above procedures attempt to deal with a variety of issues such as (a) cultural identities and classroom culture in language education in the USA (Roberts, 1989; Poole, 1992; Hall and Ramírez, 1993) or elsewhere (Wright, 1992a); (b) attitudes to mainstream language teaching pedagogic practices in English as a Foreign Language (ESL) contexts (Canagarajah, 1993; Duff, 1995; Coleman, 1996; Shamim, 1996; Holliday, 1997); (c)

language socialization of children learning English as a Second Language (ESL) (Willett, 1995; Murray, 1996; Jasso-Aguilar, 1997); (d) conditions in which language learners respond to or resist opportunities to speak English in naturalistic ESL environments (Peirce, 1995; Norton, 1997), and (e) relationship between language and cultural identity in the language socialization practices of minorities in the USA (Krasnick, 1988; Snow et al., 1996; Norton, 1997).

2.3. Teacher cultures

The remainder of this literature review covers several kinds of research in which the language teacher is the primary object of investigation. This section has a similar organization to the earlier section on classroom culture and seeks to:

- provide a brief overview of L2 teaching research, and then a description of some approaches to the cultures of teaching or "teacher cultures," and
- describe cognitive and contextual factors that relate to the knowledge and practice of language teachers, as a point of departure for the introduction of the concept of "teacher socialization" and some models associated with this notion.

First in general education and more recently in language education, the traditional quantitative research on patterns of teaching – questions, feedback, explanations, wait time, etc. – gave way to original qualitative analyses of classroom life and teacher experiences (Jackson, 1968; Lortie, 1975). This type of analysis focuses not only on actions – what the teacher does – but also on cognitive and affective dimensions. The description of these respectively "external" (product-oriented) and "internal" (process-oriented) views of teaching has been referred to as teacher thinking, teacher cognition, teacher learning, or teacher knowledge (Shavelson and Stern, 1981; Clark and Peterson, 1986 in general education. Freeman, 1989; Johnson, 1992; Woods, 1996 in L2 education). This area of investigation includes the processes of planning the instruction, making decisions, and interpreting what happens in the classroom, in a way that accounts

for the understanding of "the participants of the events which make up the process of the classroom learning/teaching" (Woods, 1996:14).

Explorations in the field of L2 teaching may, as in the case of classroom culture, be perceived in terms of metaphors. Richards (1998) examines three main conceptions following the categories established by Zahorik (1986) to relate theories of teaching to teaching skills:

- The science-research conceptions view teaching "as a type of scientific activity, or at least one that is informed and validated by scientific research, and supported by experimentalization and empirical investigation" (Richards, 1998:34). The information may come from learning research – task-based language teaching, cognitive styles and learner strategies, etc. – tested models of teaching – based for example on questioning patterns and wait time – and the description of practices of "effective" teachers.
- The theory-philosophy conceptions result from "generally data-free theories and principles that are justified on logical, philosophical, political, moral, or other grounds" (ibid.:38). Communicative language teaching might be an example of a teaching conception derived in part from a theory of language. Approaches such as team teaching, learner-centered curricula, reflective teaching, humanistic approaches, etc., imply moral or political values concerning teachers, students, classrooms, and education in general.
- The art-craft metaphor associates teaching with invention and personalization as a means of creating and using practices for specific teaching situations (Zahorik, 1986, cited by Richards, 1998:43). Unlike the top-down orientation of the two former metaphors, the art-craft conception involves a bottom-up process of teacher development, in which general methods are cast aside in favor of personal teaching styles and strategies.

In L2 teaching research, the art-craft metaphor could be logically associated with a collection of "uncritical stories" (Freeman and Richards, 1996a). This perception refers to

the variety of reports on programs, methodologies, activities, materials, practices, etc., that "typically offer little examination of the characters or settings in which they transpire, or even a careful examination of how the accounts themselves are put together" (ibid.:2). The main disadvantage of this metaphor is the lack of a common conceptual framework through which L2 teaching research could pursue similar objectives in a variety of educational contexts (Freeman and Richards, 1993). On the other hand, the notion of "teacher stories" as narratives about knowing what to do in teaching (Freeman, 1996a) may constitute a highly useful means of organizing the knowledge and practice of teachers (Elbaz, 1992; Connelly et al., 1997), provided that L2 teaching adopts a framework similar to the "theory of practice" for SLA (van Lier, 1991, 1994), which "creates theory out of practical activities (in other words, uses practical activities to create theory), and then uses theory to (re)create practical activities" (van Lier, 1994:338. Also Larsen-Freeman, 1990; Wright, 1992b; Bailey, 1995; Freeman, 1996b).

The recent development of L2 teaching research has also taken into consideration the notion of "cultures of teaching" or "teacher cultures," which may be defined as the knowledge, beliefs, attitudes and values shared by members of a community of teachers concerning their work within any given educational context. Hargreaves (1992, 1994) suggests two dimensions to cultures of teaching – "form" and "content" – that address the interaction of teachers with other members of the teaching community, and what the teachers think, say and do, respectively. These two dimensions not only reflect the distinction between macro and micro social contexts seen earlier in the case of classroom culture, but also allow the introduction of the concept of "teacher socialization" as the process of acquiring knowledge and beliefs and putting them into practice. What follows is a discussion about the "form" of teacher cultures, while the subsequent sections will focus on their "content," and the process of teacher socialization.

The form of teacher cultures

This concept refers primarily to "the characteristic patterns of relationship and forms of association between members of those cultures" (Hargreaves, 1994:166). However, these

patterns of relationship may also be shaped by the interaction that teachers maintain with students, school administrators, and parents or guardians (Feiman-Nemser and Floden, 1986), as well as their interaction with teacher trainers, consultants, researchers, etc. The study of teacher-student relationships concerns matters such as authority, control, discipline, friendship, gender, etc. The communication with administrators – school principal or headmaster, department chair or head, etc. – tends to be related to policies of rights and duties, decisions about curriculum and instruction, working conditions, etc. Finally, the degree of interaction with parents or guardians – if any – depends on the academic, institutional, and social environment where the teacher works – children learning ESL, adults learning a foreign language in a private school, young students learning EFL in a university classroom, etc. With regard to the connection between teachers and the research community, there has traditionally been a tendency among teachers to rely more on their collective or individual teaching experience than on the theoretical knowledge provided by professional journals, workshops or lectures at conferences, university studies or classes, teacher training courses, etc. (Crookes, 1997; Markee, 1997; Pica, 1994b, 1997).

In his proposal for appropriate language teaching methodologies for different social and cultural contexts, Holliday (1994) suggests two basic types of professional-academic culture based on a common distinction in the sociology of education and English language education. The collectionist culture is characterized by strong subject boundaries, a content-based pedagogy, and hierarchical subject-oriented departmental structures, among others. This culture is prevalent in Western secondary level educational systems, as well as in higher education institutions that do not follow the BANA model – English language teaching methodologies developed in Britain, Australasia, and North America. The integrationist culture, developed in the last 20-25 years within private language schools or annexes to university departments in the BANA context, is more concerned with pedagogic skills rather than subject mastery, and promotes an interdisciplinary approach to education, horizontal work relations, and team-oriented classroom practice. Apart from the influence of different academic conceptions, language

teacher cultures may also be affected by broader social, political, and economic policies at different levels: institution, community, government offices, etc.

The content of teacher cultures

On a regular basis, a language teacher needs to cope with activities such as planning, presenting and interpreting learning activities; asking questions; giving feedback and checking students' understanding; monitoring students' learning; reviewing and reteaching when necessary; managing issues related to the classroom environment; dealing with administrative issues, etc. (Richards and Lockhart, 1994). In order to understand these actions, the content of teacher cultures involves the knowledge and beliefs that individual teachers develop within any given teaching group. In addition, these attributes involve an effort by the teacher to think about and make decisions concerning his or her practice in terms of the above actions.

Teacher knowledge research claims that what teachers know and how their knowing is expressed in teaching constitutes an essential factor in the understanding and practice of teaching (Breen, 1991; Connelly et al., 1997). Richards (1998) summarizes the different types of conceptual organization and meaning employed by teachers with a distinction between

- the teachers' implicit theories of teaching – "personal and subjective philosophy and understanding of what constitutes good teaching" (ibid.:51), and,
- the knowledge concerned with subject matter and curricular issues, and the way(s) in which the content can be efficiently presented through unit and lesson planning, activities, materials, techniques, etc.

Teachers' beliefs result from the relationship of (a) the values, goals, and assumptions that teachers have in relation to the content and development of teaching, with (b) the understanding of the social, cultural, and institutional context where teaching takes place. These beliefs develop gradually over time, have subjective and objective dimensions, and may originate from various sources such as:

- personality factors
- own experience as language learners
- experience of different types of teaching
- educationally-based or research-based principles
- attitudes and assumptions toward the language(s) of instruction
- conceptions about learning styles and strategies
- beliefs about the program and the curriculum
- attitudes toward specific individuals or groups learning the target language

The teachers' systems of knowledge and beliefs are not only associated with the understanding of the different dimensions of teaching, but also with the thinking devoted to dealing with decisions at different levels:

- Planning or pre-active decisions, made before the actual teaching, and related to the instructional goals, the description of course and language content, the quantity of learning content, and the learning materials.
- Interactive decisions, made while teaching in order to respond to students' understanding and participation.
- Evaluative decisions, made after the instruction and concerned with its effectiveness and the planning for the following teaching period.

In this respect, the product-oriented pedagogic or linguistic description of the different events and actions shaping the structure of a given language lesson or course becomes now a description of "structuring" – the process of decision-making which results in the above structure.

Research in general education suggests that teachers' planning takes the form of a basic outline or framework for developing a lesson (Shavelson and Stern, 1981; Clark and Peterson, 1986), which is generally revised, adapted or changed according to the interactive decisions made by teachers – with varying degrees of "consciousness" – while

teaching in order to respond to students' understanding and participation. In an attempt to offer a more comprehensive account of the influences on teacher decision making or structuring, Woods (1996) introduces a distinction between external or situational factors (e.g., explicit curriculum and objectives, explicit lesson plan, class routines, consideration of future aspects of course, perception of students, etc.) and internal factors, or the internal structuring of decisions and the relationship of decisions to each other. It is the internal structuring that provides the means for the management and coordination of the complexity of the teaching process, producing the structure of activities and pedagogic units that comprise a second language course (ibid.:128).

Teacher socialization

Most studies on teacher socialization in general education have emphasized the transmission of teacher beliefs, knowledge, attitudes, and values among novice teachers in their initial contacts with teaching (Feiman-Nemser and Floden, 1986). However, a broader view of the concept might define teacher socialization as a process of acquisition and transmission of knowledge and beliefs in the practice of teaching. This definition allows us to, first, cast aside a distinction between novice and experienced teachers which, in this case, hinders the process of professional and personal growth common to all teachers regardless of their education, experience, and social or academic contexts. Secondly, it facilitates the connection between the ideas of teacher socialization as a continuous process, and teacher's style as an apparent representation of the different stages of the process; in other words, "the manner in which the teacher interprets his or her role within the context of the classroom" (Katz, 1996:58).

Freeman's (1996b) description of three views of teaching – behaviorist, cognitivist, and interpretivist – may offer indirect evidence of how teacher socialization has been perceived by general education and language teaching research in the last 20-25 years. From the behaviorist position, teaching is basically "doing" things so other people can learn from them, although it may also imply actions concerning a strict control of both the classroom environment and the learning opportunities for students. The behaviorist position tends to

present teacher socialization as a process consisting of pedagogic elements, either in terms of learning activities or management techniques. Born in the late 1970's, the cognitive view – "teaching as thinking and doing" – is a much wider one which includes the cognitive and affective dimensions which shape the behaviors and actions that teachers and students display and undertake in classrooms (ibid.:94). Teacher socialization in this case becomes a process by which teachers grow professionally following a cyclical reflection on what they think, decide, and actually do according to the specific circumstances of their teaching context. Finally, since the 1980's the interpretivist view has elevated the cognitive and affective dimensions into the essential qualities of teaching. "Learning how to teach" entails therefore not only knowing how to do things in the classroom, but also "a cognitive dimension that links thought with activity, centering on the context-embedded, interpretive process of knowing what to do" (ibid.:99).

Issues in L2 teaching research

The above developments in the perception of teacher socialization give rise to several considerations with regard to constructs and methodological procedures in L2 teaching research. First, the effort to understand the interpretive knowledge of teachers within different academic and social contexts involves a need to redefine constructs – or "guiding concepts" – such as teacher planning or teacher decision making, so that they can encompass both cognitive and contextual factors affecting language teaching (Freeman, 1996a; Woods, 1996). Likewise, the issue of what is meant by context as a construct itself needs to be resolved by taking into account its different levels in terms of place – classroom, institution, community, etc.– and time – teachers' life histories, professional background and experience (Freeman and Richards, 1996b).

A different concern has to do with the treatment of language data, and more specifically with the extent to which the language employed – by researchers or participants – to describe teaching knowledge and/or practices reflects what actually happens in the research setting. Insights from current linguistic theory may help to provide the necessary quality in the

process of collecting and analyzing data through the combination of representational / subjective and presentational / objective views of language data (Freeman, 1996c).

L2 teaching research attempts to incorporate teachers' perspectives into the description and analysis of both internal and external factors in language teaching (Goodson, 1994; Hayes, 1996). In order to get "inside teachers' heads" (Feiman-Nemser and Floden, 1986) and account for contextual dimensions, a number of studies have adapted different ethnographic techniques – field notes, interviews, participant observations, etc. – in the collection and analysis of data (Davis and Golden, 1994; Woods, 1996; Ulichny, 1996). A much more common practice is the use of triangulation at diverse levels, which may also contribute a higher degree of validity to the analysis (Bailey and Nunan, 1996; Freeman and Richards, 1996b, Connelly et al., 1997). Action research constitutes another model of research intended to promote a "local understanding" of issues affecting the teachers' reality through their involvement in the investigation following a process of planning, acting, reflecting, and replanning (Bailey, 1995:289).

Besides seeking "research credibility" by prolonged involvement and observation (Davis, 1995), the issue of validity in L2 teaching research may be dealt with by:

- accepting the complexity derived from the study of human phenomena – what teachers know about teaching, how they learn it, and how they put their knowledge into practice –
- addressing the following questions: what are the data? How are the data gathered? How are the data analyzed and interpreted, and by whom?, and
- relating these questions to an overarching question: how are these choices of data and procedure linked to the purposes of the study?

(Freeman, 1996a: 373)

2.4. Teacher-student relationships

This section focuses on issues related to teacher behavior in the L2 classroom, and more specifically on the relationships developed by the participants from the perspective of the

teacher. It begins with a review of studies related to the concepts of "role" and "role relationships." Then, it explores these concepts within the context of the language classroom, drawing upon theoretical studies in teaching methodology and teacher education. Next, teacher behavior is described at three complementary levels:

- classroom behavior and social context
- teacher behavior and L2 classroom discourse
- cultural and pedagogic factors influencing teacher behavior

2.4.1. Classroom role relationships

The concept of "role"

The notion of role can be traced to early Greek and Roman theaters, for which "role" referred to the parts played by actors in dramatic presentations (Deaux and Wrigtsman, 1988). Later, the term was used by authors in philosophy, psychology, anthropology, and sociology as a means of studying phenomena within their respective disciplines (Shaw, 1982). The first technical applications of the term occurred in the 1930's in order to analyze problems of interaction, the self, and socialization (Thomas and Biddle, 1966). Since then, the many uses of the concept of role from a number of learning, cognitive, field-theoretical, sociocultural, and dynamic points of view have resulted in a body of knowledge and principles referred to in social psychology as "role theory" (Thomas and Biddle, 1966; Shaw, 1982; Sears et al., 1991) or "symbolic interaction theory" (Stryker and Statham, 1985).

Despite their differences in interests and emphases, the above theoretical frameworks employ the term "role" as the essential basis for their analysis of social phenomena from the perspective of their participants. This concept is generally understood as the "different parts that we play in social interaction" (Sears et al., 1991), and more precisely defined as "the functions a person performs when occupying a particular characterization (position) within a particular social context" (Shaw, 1982:296). "Position" may be considered as

equivalent to the social norms (e.g., rules and expectations) and values assigned to an individual with relation to other positions. An individual usually holds a number of positions in different social contexts, each of them comprising a specific set of roles (Merton, 1957). While a position itself does not change, its social status – i.e., the relative rank in a hierarchy of prestige – can vary. For example, "teacher" is a position with a certain amount of status determined by what different social groups may consider to be the normal behavior for that position.

In real social circumstances, an individual holding a position with a certain status such as that of teacher, student, administrator, parent, etc., performs a number of roles in accordance with the social norms, demands, and rules established for any given position – in the case of the teacher: manager, instructor, evaluator, facilitator, etc. Besides complying with norms and rules, role performances related to a certain position are also shaped by:

- the role performances of others in their respective positions,
- those who observe and react to the performance, and
- the individual's particular capabilities and personality

(Thomas and Biddle, 1966:4)

These factors involve different role expectations, which for students could be attending classes regularly and showing commitment to their academic duties, and for teachers being dynamic instructors, showing expertise in their areas of knowledge, and taking into consideration personal issues affecting the progress of the group and individual students. Finally, role conflicts may arise when an individual holds several positions that make incompatible demands (Deaux and Wrightsman, 1988); for instance, a teacher with administrative and/or research duties within the institution, and parental responsibilities outside the institution. Another source for role conflicts may derive from making "negative" or "positive" judgments about a particular role behavior, and the subsequent attempts to maintain or change this behavior based on those judgments (Thomas and Biddle, 1966). This might help to explain the situation of teachers utilizing techniques and materials based on recent methodological approaches in traditional academic contexts, or

the reaction of administrators in non-Western schools toward the classroom behavior of teachers educated in Western institutions.

Role relationships in language methodology

As mentioned in the description of teacher cultures, what teachers know and believe constitutes an essential element in the understanding of their classroom practices. Implicit theories of teaching evolve from the interaction of social and institutional factors with personal conceptions originated during the process of teacher training or education. Likewise, the roles that teachers perform may be influenced by:

- the kind of institution where they work,
- the teaching methods that they employ, and
- their cultural background and individual personalities

(Richards and Lockhart, 1994:98)

This sub-section centers on the relationship between teacher roles and language teaching methodologies, and the next sub-section will describe the roles that teachers may assume in the context of their own classroom.

The evolution of language teaching pedagogies in the second half of this century has brought about a progressive loss of credit for methods based mainly on translation from one language into the other, repetition drills for explicit practice of grammar structures, and memorization of dialogues to develop listening and speaking skills. Some researchers in the fields of second language acquisition and language teaching stress the need for a current teaching pedagogy to account for notions such as comprehensible input and output, classroom interaction, learner differences, cultural diversity, etc. (Celce-Murcia, 1991; Omaggio, 1993; Richard-Amato, 1996; Heusinkveld, 1997). These changes in pedagogic and professional philosophies may be apparent among specialists in the L2 teaching and learning field, but are often not so obvious for language teachers (Markee, 1997). Furthermore, teachers may not always be aware of particular implicit assumptions about their roles, and the way in which

students should learn. Richards and Rogers (1986) describe these assumptions as related to the following issues:

- Types of functions teachers are expected to fulfill, whether that of practice director, counselor, model, etc.
- Degree of control the teacher has over how learning takes place.
- Degree to which the teacher is responsible for determining the content of what is taught.
- Interactional patterns that develop between teachers and students.

The degree of awareness with regard to the above implicit assumptions may depend in part on the precision employed by a teaching method to describe the kinds of classroom behavior involved in its implementation. In general, expected classroom behavior and roles are fully described in methods based on a precise combination of theoretical foundations and teaching techniques, which are presented as a complete "packaged pedagogy" (Brown, 1995) suitable for any given teaching context – e.g., Total Physical Response, Counseling-Learning, Darmouth Pedagogy, Silent Way, Suggestopedia, etc.

What follows is an adaptation of Nunan's (1989) description of the roles of teachers and students as conceived by some of the main language teaching approaches of the last 50 years:

	Teacher roles	**Student roles**
Audiolingual Approach	Teachers dominate the instruction actively. They provide models, and control direction and pace.	Learners are organisms that can be directed by skilled training techniques to produce correct responses.
Situational Language Teaching	Teachers act as models in presenting structures. They orchestrate drill practice, correct errors, and test progress.	Learners listen and repeat/ respond to questions and commands without control over content. They are later allowed to initiate statements and ask questions.

The Natural Approach	Teachers are the primary source of comprehensible input. They must create positive low-anxiety climate, and choose and orchestrate a rich mixture of classroom activities.	Learners should not try and learn language in the usual sense. Instead, they should try and lose themselves in activities involving meaningful communication.
Communicative Language Teaching	Teachers are managers and facilitators of the communication process, participants in tasks and texts, needs analysts, and counselors.	Learners are seen as negotiators, interactors. They "give" as well as "take".

(adapted from Nunan, 1989:194-195)

In the last 30 years, the fields of general and language education have attempted to inform about and, in some cases, provide pedagogic solutions for the differences and needs of individual learners (Biddle et al., 1997; Ritchie and Bhatia, 1996; Good and Brophy, 1997). Within L2 teaching methodology, this effort has become one of the foundations of the so-called Learner-Centered Approach (LCA) to language teaching, mainly concerned with the participation of learners in the development of curriculum and learning materials (see e.g., Nunan, 1988, 1989; Tudor, 1992, 1996). Learner-centredness should not be considered as another method, but rather as a general tendency in language teaching by which "students are seen as being able to assume a more active and participatory role than is usual in traditional approaches" (Tudor, 1993:22). In addition to the roles of "knower" and "activity organizer," LCA suggests that teachers should also act as "learning counselors" in order to understand and clarify learners' objectives and needs, develop appropriate resources, and provide effective channels to student involvement in the learning process (Tudor, 1993; Harmer, 1995).

Learner differences, needs, and interests have also been taken into account by Communicative Language Teaching (CLT) and its more recent development, the Task-Based Approach (TBA) (Crookes and Gass, 1993; Lee and van Patten, 1995; Willis, 1996). CLT and TBA maintain that classroom roles should move away from a traditional dichotomy in which the teacher is the expert and the authority, while the students are simply passive recipients of knowledge. Instead, the language classroom should become an environment where the student's role is one

of negotiator "between the self, the learning process, and the object of learning" (Breen and Candlin, 1980:110) in interaction with the group and the tasks undertaken by the group, while the teacher assumes the roles of facilitator (of opportunities for communication), and participant, resource person and guidance within the teaching-learning group (Breen and Candlin, 1980). Finally, current work on task-based instruction may contribute a new teacher role, that of an "engineer" who makes effective task choices, and utilizes tasks in the most productive way possible in collaboration with his or her learners (Skehan, 1998).

It was said earlier that teachers may not always be aware of, or prepared for, pedagogic innovations in language methodology, nor of their implications in regard to classroom behavior. Glass (1995) has synthesized some of the main concerns about roles in the "communicative era" of language instruction around the following points:

- The reconsideration of teacher-student roles has not been as far-reaching as believed, and teacher-centred instruction may continue to be the norm despite a growing prevalence of group work.
- The adherence to traditional roles – transmitter and receiver of information – may be partly related to beliefs about language instruction; e.g., a certain degree of intimidation is necessary, group work involves lack of control, the teacher should be responsible for the talking and correction, etc.
- The introduction of unrehearsed discourse and the negotiation of meaning with and among students may be discouraging for teachers with limited proficiency in the target language.
- The process and outcomes of whole-class activities based on meaningful content may fall under the control of the teacher because of common assumptions concerning the teacher role as transmitter of information.
- The notion of group work as an effective means for language learning may become a mere transposition of traditional roles if teachers in fact have students complete mechanical activities in groups.

Roles and personal views of teaching

In addition to the strategies that teachers use in the classroom – dependent on their training in a specific approach or method, or the philosophy established by the institution where they work – the way in which they teach constitutes "often a personal interpretation of what they think works best in a given situation" (Richards and Lockhart, 1994:104). These personal interpretations may also be related to an underlying philosophy of language and the nature of learning (Edge, 1996), as well as to wider perspectives concerning the most appropriate model of education. Based on their analysis of theoretical views on teaching and data derived from teacher narratives, Oxford et al. (1998) introduce their analysis of classroom relationships by describing the following philosophies of education:

- Social Order – based on Plato's conceptions – perceives education as a means for training learners according to their abilities, and teachers as technicians who "shape" learners in order to provide society with competent professionals.
- Cultural Transmission considers education as "a process of enculturation or initiation into the historical practices and achievements of a given society" (ibid.:8). In this case, teachers act as gatekeepers who give learners the foundations needed to understand a specific cultural system.
- Learner-Centered Growth argues that any individual is born with an innate learning device that should be kept away from error, vice, and authority. Teachers are seen as gardeners that attempt to "construct the optimal environment in which the inner nature of the mind could grow and flourish" (ibid.:9).
- Social Reform suggests that education should reflect the interaction of social needs with individual characteristics, and encourage the cooperation of teachers and students so that the latter can develop their intellectual and social skills within a creative and democratic environment.

The above approaches to education may be considered as part of the "macro" context for teachers' views on classroom role relationships, i.e. the external influences derived from shared values and beliefs concerning education in a society. Another kind of "macro" influence has to do with culturally bound assumptions about teachers, teaching, and students. In the field of English as a Foreign Language, this issue has been addressed as a dimension of the conflict

between Western-oriented approaches to teaching and the communities where they are implemented (Holliday, 1994; Coleman, 1996). In general, Western education encourages teachers to become facilitators for the independent learning of their students, by focusing on inductive presentation of content and physical classroom arrangements that have students collaborate with each other. However, the use of this approach may lead to misunderstandings or open conflict in non-Western communities where teachers and students may hold different expectations regarding education. As pointed in the previous discussion on teacher cultures, cultural role conflicts may not only arise according to geographical boundaries, but also from different (a) personal approaches to the interaction between teachers and members of other groups in the educational community, (b) educational systems – such as that common in secondary education in contrast to the model advocated by private language schools or university departments – and (c) different individual personalities.

Roles and pedagogic tasks

Following the working distinction employed in previous sections, this dimension may be considered as the "micro" context for classroom role relationships. In the classroom, the philosophy of education, method or approach – one or more, or the combination or several – that teachers have acquired as part of their personal knowledge of teaching may influence the way in which they arrange their teaching, in terms of both instructional stages and learning tasks. The organization of the instruction involves attention to how a lesson begins – "opening" – how it is divided into stages and how these are related to each other – "sequencing" – how it progresses – "pacing" – and how it is brought to an end (Richards and Lockhart, 1994:114). Another element of interest are the transitions between the instructional stages, which may vary according to different factors such as the level of experience of the teacher, the physical arrangements in the classroom, the size of the class, and the characteristics of the learning tasks (Doyle, 1986). The selection of learning tasks for the instruction also brings into play several considerations with regard to the:

- complexity of the task
- purpose(s) of the task, and how these are communicated to the students

- procedures for students to complete the task
- relation of the task with other tasks making up the lesson
- resources required to carry out the tasks
- grouping arrangements
- learning strategies needed to facilitate the students' work on the task
- time to be spent on the task
- assessment of students' performance
- complexity of the task

(adapted from Richards and Lockhart, 1994:167-172)

A number of authors have taken into account classroom roles as a relevant dimension of second language teacher education, suggesting various observation and discussion activities to promote awareness among teacher trainers and trainees about roles in the language classroom (see e.g., Malamah-Thomas, 1987; Wright, 1987a, 1990; Wajnryb, 1992; Richards and Lockhart, 1994; Ur, 1996). In a book entirely devoted to this issue, Wright (1987a) divides the factors influencing classroom roles into two broad groups, interpersonal and task-related:

- **Interpersonal aspects of role:**

- Status and position. The relative positions are usually fixed, although types of teaching and learning situations differ a great deal. A power relationship exists between teachers and students in which power is not shared equally. This fact, marked by verbal or non-verbal behavior and combined with perceptions of status, may give rise to social distance.
- Attitudes and beliefs. While teachers have a set of professional attitudes, personal attitudes and beliefs are likely to differ considerably between teachers and students. The attitudes may be towards teaching and learning, the "content" of learning, or each other as people.
- Personality. This has been considered as a rather stable and constant feature. In the classroom context, the combination of individual personality types – authoritarian, cooperative, conformist, achieving, etc. – social norms and interaction inside and

outside the classroom, and kinds of learning tasks – group work, teacher-centered activities, etc. – may contribute to the definition of the classroom environment.
- Motivation. Teachers have motivations for teaching and students for learning, both instrumental and integrative. Teachers and students also have deeper, more personal goals. These are linked to

• Task-related aspects of role:

- Goals. Every task has goals or solutions, which engage both teachers and students with different levels of involvement according to the nature of the learning task, and the way in which it is managed.
- Tasks. As well as the affective, or interpersonal, side of tasks –dominated by students' own contributions – there is the cognitive, or instrumental, side – a means of acquiring facts.
- Topics. Tasks themselves usually have "subject matter" or "knowledge." While doing a task, an individual may have to decide as well on the procedure(s) for completing the task, which involve different types of social interaction.

(adapted from Wright, 1987a:12-46)

Wright argues that the description of these factors may provide answers to three interrelated questions:

- what do individuals contribute to a learning group?
- what do individuals do in a learning group?
- what are the effects of the group process on both individuals and groups?

If it is accepted that conditions within the learning group change constantly in the course of a lesson or a given period of instruction, it is convenient to consider the answers to the above questions according to the dynamic nature of group activity, by which "people may modify their behavior and change their roles in the light of the contributions of others" (ibid.:11).

2.4.2. Research on second language teacher behavior

The variety of personal and academic backgrounds, expectations, beliefs, and attitudes found in any classroom entails a number of issues that may affect the perception of teachers with regard to their classroom behavior (Brophy and Good, 1974, 1986). First, they have to deal with possible conflicts between the criteria set out in the course syllabus and the actual circumstances of their working environment. Next, teachers are often confronted by large classes where the attention given to certain individuals or topics may vary according to a number of pedagogic or personal factors. Furthermore, opportunities to receive feedback on the above matters or any other area of instructional behavior are scarce due, on the one hand, to the tendency among teachers to work alone outside the classroom (Feiman-Nemser and Floden, 1986) and, on the other, to a need for support from the institution's management. Teachers' lack of awareness concerning some aspects of their classroom behavior may bring about problems such as:

- Inefficient communication between the participants, for example, teacher domination through isolated factual questions.
- Limited emphasis on meaningful instruction.
- Few attempts to motivate students through explanations of the personal or intellectual benefits of learning activities.
- Inadequate physical organization of the classroom, as in the case of seating arrangements based on levels of ability or personality among students.
- Over-reliance on seatwork that may be repetitive or trivial, with teachers more concerned with monitoring students' task engagement than checking.
- Limited understanding of what is being done.
- Varying degrees of attention to certain individuals or groups due to student behavior, subject matter, race, etc.

(Good and Brophy, 1997)

This section aims to introduce several perspectives on the area of teacher behavior in the L2 classroom. To this end, it takes into consideration a number of dimensions related to

both the institutional and social context of the classroom, and the classroom itself. It also expands the previous description of the social and personal factors in classroom interaction – "social" interaction – with the objective of analyzing what happens in the language classroom (Allwright, 1984; van Lier, 1988). The first part focuses on the wider context of the L2 classroom, and the other two deal with (a) the relation between teacher behavior and the discourse uttered in the classroom, and (b) other cultural and pedagogic factors influencing teacher behavior. While the previous description of classroom social interaction focused on the use and triangulation of ethnographic research techniques, the following review includes studies that have investigated classroom behavior through quantitative means of data collection and analysis.

Classroom behavior and the social context

As mentioned in previous sections, the social context(s) in which L2 learning takes place has/have not received as much interest as the study of specific dimensions under experimental conditions (Ellis, 1994). In the field of SLA, attention to social context may be considered as an attempt to go beyond the analysis of the students' linguistic competence, in order to describe their communicative competence, i.e., "the competence the learner develops for using the second language in social interaction" (Ellis and Roberts, 1987). A number of studies have drawn upon sociolinguistic conceptions of language to explain variability: the changes in the learner's use of the L2 caused by variables such as addressee, topic, task, or setting (Ellis, 1987b; Tarone, 1988; Towell et al., 1993; Tarone and Liu, 1995). Other studies have given more emphasis to the influence of social groups on language learning. This influence may be seen as a "social accommodation," by which L2 learners feel either motivated to converge on native-speaker norms – linguistic and social – or encouraged to maintain their own norms (Beebe and Giles, 1984). Similarly, "social distance" refers to the extent to which individuals of a L2 group can become members of a target language group. If there is little social distance, both groups view each other from a socially equal dimension, and the contact between them facilitates the learning of the target language (Schumann, 1978, 1990).

Another perspective on the relationship of social context with L2 learning is based on the notions of "social identity" and "investment" (Peirce, 1995; Norton, 1997). "Social identity" refers to "that part of an individual's self-concept which derives from his knowledge of his membership of a social group (or groups) together with the emotional significance attached to that membership" (Tajfel, 1974:69, cited by Hansen and Liu, 1997). Peirce argues that "power relations play a crucial role in social interactions between language learners and target language speakers" (1995:12), and that learning takes place when learners are able to construct an identity that enables them to participate in or lead the communication in the L2. Learners make an "investment" if they believe that their efforts can increase their "capital," i.e., their knowledge of the target language and its applications to different social contexts.

The above socio-cultural models of SLA seek to explain how social conditions influence the contact between learners and the L2, as well as the learners' commitment to learn the L2 (Ellis, 1997). As these conditions combine with the specific social and pedagogic circumstances of the classroom, students become involved in a process of language socialization, which entails the development and management of behaviors appropriate to the classroom setting. This process has received special attention by authors conducting research on children learning English as a second language (Wong Fillmore, 1982, 1989; Saville-Troike, 1985; Bloome and Willett, 1991; Davis and Golden, 1994; Willett, 1995), perhaps because it allows a more precise description of the interactional routines that make up a lesson, i.e., "the predictable sequence of exchanges with a limited set of appropriate utterances, responses, and strategies" (Willett, 1995:476). Language socialization may also be affected by individual levels of motivation and attitude toward the learning of a L2, an area that, as in the case of the effects of group dynamics and group cohesion on learning, has often been investigated by social psychologists (Gardner and Lambert, 1972; Gardner, 1985; Clément et al., 1994; Gardner et al., 1997).

Teacher behavior and L2 classroom discourse

This sub-section explores the ways in which the language used by teachers in the L2 classroom may provide information about their behavior in this context. First, a number of linguistic aspects are considered: turn-taking, management of participation, questioning, feedback, repair, and language choice. Next, the description focuses on other pedagogic and cultural aspects such as the roles of teachers and students, differential teacher-student interaction, selection of topics for the instruction, and class size. Linguistic and pedagogic dimensions may be analyzed in relation to certain specific features that may define the L2 classroom, such as:

- The participants are oriented by basic goals, tasks, identities, and constraints associated with the institutional context;
- The participants have preformed notions as to what is to be said and done during the lesson, especially in the case of the teacher;
- The structure of the lesson entails certain rules about appropriate patterns of participation – who speaks, when, and about what – regardless of the extent to which the structure is determined;
- Language is both the vehicle and object of instruction, and content may be of secondary importance in comparison to verbal contributions;
- The linguistic forms and patterns of interaction are generally related to the pedagogic purposes of the teacher, and subject to his or her evaluation in some way, and
- The classroom does not usually allow overlapping or simultaneous talk, but centralized attention on one speaker at a time – or more than one, if they refer to the same thing(s).

(adapted from van Lier, 1988:98-99, and Seedhouse, 1996:22-23)

Research on turn-taking in the L2 classroom has often drawn upon findings of sociolinguistic studies in this area (Ervin-Tripp, 1972; Sacks et al., 1974), in order to describe the organization of classroom discourse, and the delineation of the rights and duties of teachers and students. Early research in L1 classrooms suggested that turn-taking

is mainly directed by the teacher, who also tends to retain a large degree of control over the interaction taking place in the classroom (McHoul, 1978; Sinclair and Brazil, 1982). However, L2 classroom research has found more flexibility in regard to the distribution of talk between the participants (Allwright, 1980; Seliger, 1983; van Lier, 1988):

> Teachers may, of course, call upon some learners more frequently than they do on others, and some learners may choose to respond more frequently to general solicits, or even to speak without waiting for a solicit of any kind.
>
> (Allwright and Bailey, 1991:124)

The management of classroom participation is not only related to the distribution of turns, but also to the relationship between topics – "what is talked about" – and activities – "what is being done and how it is done" – introduced in the instruction. The patterns of organization set up by teachers in order to carry out the activities involve different sets of rules and constraints that may encourage or discourage participation. Teachers tend to talk between one half and three quarters of a lesson, either in content-based or language-oriented instruction (Chaudron, 1988; Allwright and Bailey, 1991). Also, they tend to modify their speech according to their learners' level of proficiency (Gaies, 1977), and employ more comprehension checks, clarification checks, and confirmation checks than in ordinary interactions between native speakers of the language that they teach (Long and Sato, 1983). Another characteristic of teacher talk concerns the kinds of questions that teachers ask to their learners. The most common distinction in L2 classroom questioning behavior is between "display" questions (about information already known by the teacher) and "referential" questions (about unknown information). Research in this area has found that L2 teachers tend to ask more display than referential questions (Long and Sato, 1983; Pica and Long, 1986). Moreover, teachers may modify the form and content of their questions to facilitate learners' comprehension (Long, 1981; Chaudron, 1983; White and Lightbown, 1984). Teachers may also provide feedback on the written and spoken discourse produced by their learners. Instructional feedback can be "positive" – sanction or approval of learners' production – or "negative" – overt error correction, communication breakdowns, and recasts. Insofar as feedback is not identified only with error correction, it represents an important dimension of classroom interaction: "(...) no matter what the teacher does, learners derive information about their behavior from the

teacher's reaction, or lack of one, to their behavior" (Chaudron, 1988:133). A notion associated with feedback is repair, or "the treatment of trouble occurring in interactive language use" (Seedhouse, 1997:548). There may be different types of repair in line with the context where it takes place (van Lier, 1988), but in the L2 classroom it generally appears as one of four main kinds:

- self-initiated self-repair ("I notice my trouble and prompt repair")
- self-initiated other-repair ("I notice my trouble and somebody else prompts repair")
- other-initiated self-repair ("somebody else notices my trouble and I prompt repair")
- other-initiated other-repair (somebody else notices my trouble and prompts repair")

(adapted from Seedhouse, 1997:549-550)

Teacher talk is also characterized by the language choices that teachers make in the L2 classroom. These choices may depend on a number of institutional and pedagogic factors such as: type of language program and theoretical views on language learning, level of proficiency of teachers and students in the L2, and their attitudes and expectations toward L2 teaching and learning. In bilingual education programs where the L2 is socially dominant (e.g., the case of ESL in the United States), the L1 of learners tends to be less used even if one of the purposes of the program is to maintain it (Legarreta, 1977; Chesterfield et al., 1983). The use of L1 and L2 also has to do with the characteristics of the interaction between the teacher and individual students (Wong Fillmore, 1980), and the organization of classroom activities, with a tendency to employ L1 for purposes of translation, classification, checking understanding, procedures and directions (Guthrie, 1984). It remains to be explored how the choice of language may relate to the control of classroom interaction by the participants – and more obviously by the teacher. The issue of control over the interaction in L2 classroom also affects the above dimensions of teacher talk as follows:

- The amount and characteristics of teacher talk and turn-taking in the classroom may be related to the extent to which the instruction is controlled by the teacher.

- The majority of questions are asked by the teacher, thus indicating the amount of asymmetry that exists in the average classroom. When control is delegated, particularly control over topic, the proportion of questions asked by students can be expected to increase.
- The primary role of language teachers is often considered to be the provision of both positive and negative feedback. In most other social interactions, no one participant is specified as having the automatic right to impose judgment on the other's behavior, especially linguistic behavior.
- In classrooms where the teacher maintains control over both topic and activity, repair may be used in a way that interrupts the flow of discourse and the students' interactive work.

(adapted from Chaudron, 1988; van Lier, 1988)

Cultural and pedagogic factors in teacher behavior

The expectations that teachers and students have about their roles in the instructional event may influence their interaction, and their willingness to participate in different kinds of activities (McGroarty, 1993a). This may be more evident in the case of classes where participants bring previous and diverse academic and personal backgrounds (Hofstede, 1986; McCargar, 1993). However, these expectations are also likely to affect classrooms with younger or less experienced students (Hall and Ramirez, 1993). Students may want teachers to follow clearly ordered patterns of behavior and management of the instruction, and maintain an authoritarian position toward the learning group. Teachers in this position not only act as recipients and transmitters of knowledge, but also have the right to tell students to behave in a certain way(s) (Widdowson, 1987). On the other hand, teachers may construct their roles in the classroom in accordance with specific views on appropriate behavior expected from students of different ages, social groups, and origins (McGroarty and Galván, 1985).

The notion of differential teacher-student interaction refers to the balance established by the classroom participants concerning the opportunities to participate in the instructional

event (Good and Brophy, 1997). Research in general education has analyzed a number of qualitative differences in the treatment of students based on their academic performance, for instance, in the form of less praise and more criticism toward low-achieving students, or more attention and assistance – repeating the question, providing a clue, asking a new question, etc. – in the case of high achievers (Eder, 1981; Good and Weinstein, 1986). The gender of students may also play a role in differential interaction, not only in terms of the number and function of exchanges between teachers and male or female students (Brophy and Good, 1974), but also in relation to cultural views on gender found among the classroom participants (Massin, 1992). Furthermore, the fact that certain academic subjects can be considered more "masculine" – e.g., sciences, math, business, etc. – than others – languages, reading, etc. – may affect the amount and quality of teacher-student interaction (Jones and Wheatley, 1990). Research on race has observed different levels of expectations among teachers and students about each other and toward the instructional event (Ogbu, 1992).

The selection of topics for instruction involves two main concerns with regard to: (a) their cognitive complexity and degree of risk, and (b) their appropriateness for specific social and cultural contexts. The interaction between classroom participants may be affected by, for example, more focus on memory work rather than tasks that require integration and shared understanding of concepts and information (Doyle, 1983). The appropriateness of topics is often defined by cultural expectations among the participants in regard to the nature of education and "even apparently innocuous topics can be sources of difficulty, depending on the experience, sophistication level, and particular social situation of learners" (McGroarty, 1993b:2).

A final area of interest concerning teacher classroom behavior has to do with class size, and the physical organization of the classroom setting. Teachers have often identified large class sizes as one of the major problems interfering with their instruction (Kumar, 1992; Naidu et al., 1992; Shamim, 1996; Hayes, 1997), although little is known about their perceptions – and perhaps even less about those of the students – on this issue as the instruction develops during a given period of time. In elementary and secondary education, teachers may opt for establishing specific patterns of seating location for reasons generally related to classroom

management – e.g., low- and high-achieving students sitting in separate parts of the classroom. Such patterns may create status differences among students, and therefore affect the behavior of both individuals and the whole group (Good and Brophy, 1997). In higher and adult education, such seating patterns are less common, but nevertheless teachers are still confronted by classes composed of a large number of individuals, especially in public institutions, or institutions located in developing countries (Shamim, 1996). Taking into consideration the above-mentioned social and cultural expectations with regard to education, large classes are often arranged in such a way that teachers and learners divide the space into two definite areas, the front – occupied by the teacher – and the back, where students are seated in orderly rows and columns according to factors such as interest and motivation toward the academic subject, and the dynamics of the relationships created and developed by students during the period of instruction.

3. Rationale for the study

The overall purpose of this investigation is to explore the ways in which teachers contribute to the development of the language classroom culture, with a specific focus on classrooms of Spanish as a foreign language in the United States. More specifically, the investigation aims to broaden the understanding of the culture of Spanish classrooms in regard to:

- the social and institutional context of the schools,
- the views of teachers on language teaching and learning, and their perceptions about the classrooms under analysis, and
- some linguistic and nonlinguistic features of the interaction between teachers and learners in the classroom.

The review of literature for this investigation has shown how the study of interaction in the L2 classroom has developed from an initial emphasis on product-oriented comparisons between teaching methods, to a more detailed description of the individual, social, and pedagogic factors that influence the process of learning and teaching a second language. A major effect of this development has been the introduction of notions such as classroom culture and the cultures of teaching, as essential dimensions of a comprehensive study of L2 teaching and learning. At present, the analysis of these and other related notions is often based on the insight that the classroom constitutes a distinct social setting, where participants deal with their own conventions, norms, and behaviors, shaped by a complex variety of external and internal factors. At the level of research approaches and techniques, the above developments have led to a reconsideration of the distinction between quantitative and qualitative traditions in the study of L2 classroom interaction. Current orientations to classroom research tend to be complementary in their methodologies and interrelated in their conceptual foundations, and recognize the value of multiple perspectives of the language classroom in relation to:

- the purposes that guide specific projects,
- the appropriateness to particular contexts, and
- the degree of participation of the subjects.

As a consequence of greater awareness of the social and cultural dimensions of L2 teaching and learning, the L2 classroom now offers a range of new areas that warrant further study. At present, however, research on L2 classroom interaction continues to place more emphasis on experimental correlations between specific discourse features and learning outcomes, which often involves a lack of attention to the social processes experienced by classroom participants. In comparison to research in general education, where these processes have been taken into account for a longer time, L2 classroom research has been strongly influenced by theoretical assumptions and debates concerning the way(s) in which languages are learned. In part, this situation has been caused by the prevalence of specific linguistic and psychological approaches to the study of second language acquisition, as well as by a concern to develop language teaching methods that may facilitate language learning. Moreover, many theorists in L2 teaching still encourage a rather narrow range of teacher education and classroom techniques, based on particular interpretations of teaching and learning, and research conducted under a limited set of conditions. When implemented in a variety of geographical contexts, these approaches may not bring about the expected results because of their limited allowance for the social and institutional forces in operation. This circumstance is perhaps more evident in the field of English language education, due to its wide international range. But it is also relevant for the teaching of other international languages such as Spanish. Furthermore, in the case of Spanish language education, certain theoretical concepts and research findings originated in institutions of English-speaking countries might not be applicable to the understanding of specific linguistic and social characteristics of classrooms of Spanish as a second or foreign language.

The methodological procedures of this study attempt to (a) link the selection of data collection and analysis techniques to the purposes of the study, (b) observe teachers' classroom behavior from different and complementary perspectives, and (c) invite

teacher comments at various stages of the research process, in an attempt to give maximum credibility and validity to the research findings. The methods for the collection of data were:

- consultation of various sources, mainly written documents, to obtain background information about the social and institutional context of the schools,
- interviews – three rounds – with the teachers,
- on-site observation and retrospective analysis of lessons, and
- provision, collection, and analysis of teacher journals.

The implementation of these methods at different stages of the investigation seeks to provide answers to the following questions:

- What are the characteristics of the social and institutional context of the teachers and their classrooms?
- What views do teachers have about language teaching and learning, and what perceptions do they have concerning their classrooms and their own teaching?
- What verbal and nonverbal means do teachers employ in their instruction, and more specifically during the transitions between the instructional stages that make up their lessons?
- In what ways are the answers to the three previous questions systematically related; e.g., how far and in what ways are teachers' expressed views reflected in certain aspects of their classroom practice?

These questions are intended to capture the complexity of the internal and external nature of the processes taking place in the second language classroom setting. The first question reflects the importance, now generally attached, within current research on classroom management, classroom interaction, and language teacher education, to the macro context of teachers' classroom behavior – i.e. its social and institutional dimensions. The purpose of the next two questions is to combine two areas of investigation: (a) the internal dimensions of the teachers' systems of knowledge and belief, planning and decision-

making, and (b) the external dimensions of their verbal and non-verbal behavior during the instruction. The fourth question aims to explore links between different kinds of data, in order to elaborate on a number of relevant concepts and notions regarding the teachers' role in the development of the L2 classroom culture.

Keeping in mind the dynamic nature of the above classroom processes, the data were obtained through a combination of instruments. My approach to the resultant data also involves important differences in terms of the methodological techniques employed, for example, to give account of the teachers' systems of knowledge – interviews, teacher journals – or their classroom behavior – on-site observation, retrospective analysis, stimulated recall. Specifically, the use of a coding system in the observations entails the segmentation of the classroom participants' reality, as discussed in the literature review (see pages 15-16). To a certain extent, this may not reflect a holistic approach to qualitative research, in which significant themes develop largely during the extensive documentation of the object(s) of study. Instead, the aim of this investigation is to analyze the behavior of L2 teachers at different levels combining qualitative and quantitative techniques. To this effect, I have sought to ensure that (a) all the methods have a relevant purpose and a consistent design, (b) any potential limitations of these methods are taken into consideration before and during the research process, and (c) the procedures in the organization and analysis of the data are clearly documented and explained.

The understanding of language classroom behavior aims to provide a more comprehensive framework for the study of L2 teaching and learning. Research on classroom behavior focuses on the less accessible social and pedagogic dimensions of the relationship between the classroom participants, and raises issues related to the underlying value systems, identities, and attitudes held by both individuals and groups with regard to the content and management of the instruction. This study places most emphasis on the description of the teaching/learning process from the perspective of the teacher for several reasons. First, the teachers' interpretations may influence the development of the instruction in terms of:

- selection and content of the learning activities,
- ways in which the activities are implemented, and
- balance between the social and pedagogic dimensions of the classroom.

The second reason relates to the emphasis given by many language teacher education programs to areas such as theoretical approaches to linguistics and language use, second language acquisition, and overviews of approaches and methods in language teaching, curriculum design, and development of teaching materials. Some programs include as well a range of techniques for dealing with practical objectives, types of students and courses, and the opportunity of gaining practical experience through the completion of a teaching practicum. However, student teachers often do not receive principled information about the moment-to-moment aspects of classroom management, or in other words, knowledge about the dynamic, interactive, negotiated processes related to both the behavior of the language classroom, and their own behavior as L2 teachers.

This study aims to furnish language teacher trainers or educators, and possibly student teachers and in-service teachers, with an insight into these essential dimensions of their work. It also attempts to provide a number of ideas concerning the combination and implementation of methodological techniques and procedures that might be useful in the design of action research projects on the social and cultural environments of the L2 classroom. A further intended contribution of this study to the field of L2 teaching and learning has to do with its analysis of classroom discourse. In this respect, an analysis of instruction based on a wider perspective of the language teaching/learning process might reveal recurring social and pedagogic patterns of interaction between the classroom participants during the instructional event, and generate socially-oriented hypotheses concerning the relationship of classroom interaction with language learning in an instructional context.

4. Data collection methods

This introduction discusses the overall rationale behind the combination of data collection methods in this study, in relation to the concept of triangulation and its typology. The subsequent sections deal with the design and methods selected, including issues such as (a) the degree of inference in the observational instruments, (b) the use of technical equipment, (c) the reliability and validity of the data, and (d) the insider/outsider dilemma for the researcher.

The notion of "triangulation" has been borrowed from research in the field of sociology (Webb et al, 1966; Garfinkel, 1967; Denzin, 1970), and used in general education (Evertson and Green, 1986; Cohen and Manion, 1994), and second language teaching and learning (van Lier, 1988; Allwright and Bailey, 1991). Triangulation may be defined as "the inspection of different kinds of data, different methods, and a variety of research tools" (van Lier, 1988:13), involving both data collection and analysis. In quantitative studies, triangulation may be used to extend the researchers' view of the area(s) which they investigate, therefore avoiding partial or distorted conclusions; e.g., those of a language course coordinator who relies only on the analysis of test results to determine the success or failure of a recently implemented language program. As for qualitative studies, such as those dealing with multiple dimensions of classroom behavior, triangulation may allow them to come closer to the participants' different views, and "to put the whole situation into perspective" (Fetterman, 1993:360).

This notion of triangulation may be expanded on the lines of Denzin's (1970) wider view, from which Cohen and Manion (1994) have drawn the following typology:

1. Time triangulation: cross-sectional and longitudinal designs to account for factors of change and process.
2. Space triangulation: cross-cultural techniques to overcome the parochialism of studies conducted in the same country or within the same subculture.
3. Combined levels of triangulation: more than one level of analysis, namely, the individual level, the interactive level (groups), and the level of collectivities (organizational, cultural or societal).

4. Theoretical triangulation: alternative or competing theories in preference to utilize one viewpoint only.
5. Investigator triangulation: more than one observer.
6. Methodological triangulation: (a) the same method on different occasions, or (b) different methods on the same subject of study.

(Denzin's typology, as adapted by Cohen and Manion, 1994:236)

This study attempted to use some of these types of triangulation, so that "the observational apparatus and inferences drawn from it will be meaningful, significant, and applicable to further studies" (Chaudron, 1988:23). First, I incorporated time triangulation (Type 1) by holding several interviews at different times during the period of instruction, observing the lessons periodically, and providing the teachers with a journal to record their impressions about the classrooms at their convenience. With regard to the combined levels of triangulation (Type 3), the journals would be completed by the teachers individually, the interviews would supply data based on the interaction between the teachers and the researcher, and the non-participant observation of the lessons would furnish data from the interaction between the teachers and their students, i.e. the participants of the classroom event. I also attempted to incorporate information provided by the teachers in (a) the journals, (b) the interviews, (c) the observations – through the lesson plans – and (d) the answers to the stimulated recall technique in the final interview, into the section of data analysis and the subsequent discussion of results. As far as possible, my intention was to give the teachers the opportunity to become part of this study not only as subjects or informants, but also as observers in the analysis, attempting therefore to address the issue of investigator triangulation (Type 5). Finally, methodological triangulation (Type 6b) was allowed by including different dimensions concerning the relationship between teachers and learners within the classroom at different stages in the research – e.g., interviews, classroom observation, audio recording, and journals.

Besides the triangulation in the collection and analysis of the data, I also attempted to bear in mind a number of methodological desiderations, most of them related to the interpretive qualitative research tradition in applied linguistics and other fields related to education (Erickson, 1986; Denzin and Lincoln, 1994; Davis, 1995; Davis and Lazaraton, 1995):

- Access to the research site and the negotiation of the data collection techniques with the research participants should be clear and open to re-examination. They should also offer some kind of compensation for the participants in exchange for their time and cooperation.
- Contextualization of the object of study at both micro and macro levels, using for example materials originating from previous research, official documents, etc.
- Cyclical instead of a linear approach to the object(s) of study in the design and implementation research stages, in order to allow the creation of new hypotheses or questions as the analysis of data progresses.
- Sufficient level of "research credibility" for those being researched through prolonged engagement and persistent observation.
- Diverse explanations and evidence in the analysis to support the patterns of generalization found in the data by including quotes, documents, notes, descriptions, etc.

My attempts to meet these requirements are detailed in the rest of this chapter, and readers are also referred to the extensive documentation in the appendices.

4.1. Background description

This study did not aim to explore correlations between specific features of the participants' classroom behavior and the institutional or sociocultural context. However, it seemed relevant to incorporate such background information as one kind of "basis against which we make comparative claims about how different or unusual the phenomena we have seen may be" (Allwright and Bailey, 1991:74). This preliminary information would consist of three main parts:

- the school, the Spanish program, and the teaching materials,
- initial contact with the teachers participating in the study, their educational and professional background, and the presentation of the research objectives, and
- the relationship between the teachers and the researcher during the investigation.

4.1.1. Collection of background data on schools

This section begins with a report on the teaching and learning of Spanish and other foreign languages in the area where all the schools were located – County Z – compared to the situation at a national level. The subsequent description of the schools provides information about:

- Geographical location.
- History: date of establishment, significant events, current status and administrative organization, etc.
- Facilities and pedagogic resources: libraries, computer centers, language laboratories, student organizations, etc.
- Teaching staff and programs of study: sequence of courses, entrance requirements and other academic policies, etc.

It was envisaged that the data on the institutional context might come from (a) bibliographic sources, brochures, course catalogues, student handbooks, etc., (b) consultations with administrative staff, and (c) my own research journal. Both over the phone and/or in person, the consultations with the administrative staff followed a list of questions designed in advance (see Appendix "Background – Checklist"). I would obtain and classify most of the data before the beginning of the academic year in order to (a) avoid interferences with the schedule of the schools during the first days of classes, and (b) prevent any possible misunderstandings with the teachers if the data were collected at the same time as the classroom observations. The data on the academic departments and programs of study could come from the above-mentioned sources, as well as from the first interview with the teachers and/or the initial observations of the classroom under analysis.

4.1.2. Collection of background data on teachers

This section would first discuss the criteria for the selection of teachers involved in the investigation, and then report on:

- the initial contact(s) between each teacher and the researcher, and
- the presentation of the research objectives, with particular emphasis on confidentiality and other ethical principles.

4.1.3. Researcher stance and relations with teachers

The relationship between the teachers and the researcher may involve a number of dimensions that should be taken into consideration from the first contact with the teachers. The nature of this relationship itself can be suggested by different designations such as "subject," "respondent," "informant," "actor," and "colleague." For instance, the terms "subject" and "respondent" usually refer to individuals who provide responses to specific "treatments" or questions, respectively, in order to test one or more hypotheses. In this investigation I aimed to use a terminology more suited to my task of learning from the social and pedagogic characteristics of diverse academic environments. The ethnographic approach within sociological research often favors the concept of "informant," and requires, *inter alia*, that researchers try to collect information in language that the teachers themselves would use (Spradley, 1979). I aimed to implement this approach in the interviews, the teacher journals, and the classroom observations – though in the latter case, "informant" may be seen in combination with that of "actor," or "someone who becomes the object of observation in a natural setting" (Spradley, 1979:32).

Keeping in mind the professional background shared by the teachers and the researcher – a teacher himself – sometimes their relationship might resemble that maintained between colleagues; e.g., if the teacher commented on or discussed the quality or suitability of any materials or techniques utilized during a lesson under observation. A further consideration about the relationship between the teachers and the researcher involves their personal and academic background. In this investigation, the researcher is a native speaker of the language of instruction, while the teachers are non-native speakers. Secondly, at that time the researcher was a teacher of Spanish as well as a Ph.D. student carrying out a project with colleagues who, in most cases, had a lower academic degree. These circumstances might have caused various reactions among the teachers, such as

using the researcher as a source of cultural and linguistic information, or exhibiting a lack of confidence while teaching and seeking reassurance. I felt that it would have been unnatural and unwise to refuse any interactions of such kinds; accepting a combination of roles would seem more appropriate than insisting on a single position, as long as both teachers and researcher were aware of what was involved in each of these roles.

4.2. Interviews

The main purpose of the interviews was to reach a gradual understanding of the teachers' knowledge, experience, and behavior with regard to their work and the institutional context. All the interviews were tape-recorded, and their content examined in order to approach the above areas from a perspective as close as possible to that of the teachers. I conducted three rounds of interviews:

- The first interview to collect information on (a) the professional background of the teachers and their current teaching; (b) the position adopted by the teachers on theoretical issues within the field of L2 teaching and learning, and (c) the perceptions that the teachers might have toward learners of foreign languages and their own teaching. This interview was held at the beginning of the academic year, in order to avoid any interference concerning the particular courses to which the teachers were assigned.
- The second interview – halfway through the period of classroom observation – to obtain the teachers' views about the courses that I was observing in terms of: (a) progress in the implementation of the syllabus; (b) the students, and (c) any other specific circumstances relevant to their teaching.
- The last interview – at the end of the academic year – to discuss (a) the overall progress of the course, and (b) any specific features of the teachers' verbal and non-verbal behavior in the classroom which could provide information about the relationship between the teachers and their learners at different stages of the period of observation.

4.2.1. The design

In general, the design of the interviews followed an ethnographic approach to the collection and analysis of the data. I also made use of two specific methodological procedures – semi-structured design and stimulated recall technique – according to the specific objectives for each interview. The ethnographic approach was intended to allow me to make consistent inferences from what was said by the participants in the interviews, and therefore reach a better understanding of the teachers' experience and behavior with regard to their work (Spradley, 1979). This implies an effort to bear in mind both the emic and holistic views of the phenomena under analysis (Agar, 1985). An emic view is concerned with incorporating the participant's perspective into the picture as an essential part of the event – in this study through the design of the interviews, the teacher journals, etc. A holistic view aims to describe a specific cultural event as a picture in which every aspect of the event should be included (Hornberger, 1994). In this respect, the combination of interviews, on-site classroom observations, and retrospective analysis in this research project aimed to facilitate the analysis of teacher and student relationships from both gathering the teachers' opinions in the interviews, and describing their interaction with the learners in the classroom.

Furthermore, a balanced combination of interviews and observations could help to overcome the limitations involved in the insider/outsider dilemma:

> The dilemma is over how to strike the best balance between insider and outsider perspective, a dilemma that appears in several guises: the familiar/strange dilemma and the problem of interpretation, the participant/observer dilemma and the problem of action, the researched/researcher dilemma and the problem of change, and the member/ non–member dilemma and the problem of identity.
>
> (Hornberger, 1994:689)

A researcher conducting a "semi-structured" interview seeks to make this event similar to an ordinary conversation. At the same time, the researcher introduces a number of topics – rather than specific questions – during the conversation that may generate information relevant to the purpose(s) of the interview (Silva-Corvalán, 1989). This technique originated from the analysis of social conversations in the field of sociolinguistics (cf. Bauman, 1974; Sacks et al, 1974), and has also been employed in general education (cf. Cohen and Manion,

1994), and language learter centers, language laboratories, student organizations, etc.

• Teaching staff and programs of study: sequence of courses, entrance requirements and other academic policies, etc.

It was envisaged that the data on the

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al context might come from (a) bibliographic sources, brochures, course catalogues, student handbooks, etc., (b) consultations with administrative staff, and (c) my own research journal. Both over the phone and/or in person, the consultations with the administrative staff followetle control or direction over the interaction, so that the teachers can express their opinions as fully and as spontaneously as they choose or are able (Cohen and Manion, 1994).

• The researcher does not aim to present the interview as a casual and unstructured encounter, because a so-called "spontaneous" interview – or a "dialogue" – is not a natural speech event, nor does it have "rules of speaking to guide the subject or the interviewer" (Wolfson, 1976:195). On the other hand, an interview is recognized and accepted as a speech event by both the interviewer and (it is hoped) the interviewees, which may produce more valid results from speech appropriate to the occasion. In the case of this study, it seems especially important to avoid the possible confusion between different social roles had I presented the interview as equivalent to a social conversation.

• It should be kept in mind that current knowledge of social conversations is still limited. This means that a semi-structured interview should not be based on a specific set of rules or patterns, but rather on a number of general principles and recommendations:

- The interviewer is also a participant in the conversation. Besides asking questions, s/he may provide answers and information, make comments, exchange ideas, etc.
- The interviewee should be given opportunities to change the pace of the conversation and/or suggest new topics.
- The interviewer should feel comfortable during the conversation, and show a genuine interest in what is being discussed.
- The interviewer may introduce personal experiences in connection with the topics of the interview, in order to build up a favorable atmosphere for the exchange of ideas and knowledge.

(Silva-Corvalán, 1989:33. My translation)

Stimulated recall is "a technique in which the researcher records behavior, usually on video- or audio tape, and then gets the subject to comment on the behavior, using the recording as an aid to memory" (Nunan, 1992:232). In the present study, I would ask the teachers to listen to and read specific segments of the lessons observed whose interpretation could be either uncertain or especially relevant for the purposes of the study. The stimulated recall technique in the third interview – at the end of the period of classroom observations – would be used to link the flexibility and freedom characteristic of the previously employed semi-structured design to a more explicit interpretation of

- certain features of verbal or non-verbal behavior noticed in the classroom, and
- issues that were discussed in the previous interviews which at this point may deserve further reflection (Woods, 1989; Nunan, 1991).

This technique could also enable the teachers to give their own interpretations about the data previously analyzed by the researcher. However, it might also imply a substantial change in the initial relationship established between the participants for the interview event, one in which the interviewer could take over the interaction by asking more direct and searching questions. Even if the teachers were told in advance about the details of the stimulated recall, implementing this technique in the second interview might, for instance, affect our relationship during the classroom observations. The data obtained from the first interview and the first observations could provide me with a selection of issues that I would introduce in the second interview – along with other questions relevant to that specific time in the period of instruction. Finally, I would proceed to implement the stimulated recall in the final interview, once the observations had finished.

4.2.2. The structure

The implementation of an ethnographic approach to the interviews also involves learning about the different meanings behind what goes on in the classroom as a social setting. The presentation of topics in the first interview attempted to discover what issues were more important for teachers in their academic and institutional environment. These issues

or domains – i.e., units of cultural knowledge – would represent the basis of a system of cultural meanings shaping the behavior of the participants in the classroom and the interaction between them (Spradley, 1979). The next step in the interview process was to describe and verify the elements within each domain and in contrast with other domains. The final stage could allow me to (a) determine the relationship between the elements, and (b) suggest a tentative organization of the teachers' cultural knowledge with regard to their teaching, classroom, and students. The three types of questions to be asked at this stage, following Spradley's taxonomies and using his examples, were as follows:

- Descriptive questions. To collect an ongoing sample of an informant's language. Descriptive questions are the easiest to ask and they are used in all interviews; e.g., "Could you tell me what you do at the office?" or "Could you describe the conference you attended?"
- Structural questions. To discover information about domains, the basic units in an informant's cultural knowledge. They allow us to find out how informants have organized their knowledge; e.g., "What are all the stages in getting transferred in your company?". Structural questions are often repeated, so that in an informant identified six types of activities, the ethnographer may ask; e.g., "Can you think of any other kind of activities you would do as a beautician?"
- Contrast questions. To explore the dimensions of meaning which informants employ to distinguish the objects and events in their world; e.g., "What's the difference between a 'bass' and a 'northern pike'?"

(adapted from Spradley, 1979:60)

The first interview would contain several descriptive questions to elicit extended comments by the teachers on the initial areas under consideration. The subsequent interviews would combine descriptive questions with structural and contrast questions that would bring about a more detailed definition of the elements within each area. The questions in all three interviews would be presented along with different types of explanations, concerning not only the overall purpose(s), but also the topics or issues and the technicalities arising from recording the conversation. In addition, the interviewees could provide other information that, even if not directly

related to the initial structure, could be relevant for the analysis. I might also contribute to the conversation with references to my teaching or personal experience if asked by the teachers, or if I felt that these contributions could induce further comments on specific ideas.

The first interview

After giving an explicit purpose for the interview (e.g., "Today I would like to ask you about you educational and professional background, and then talk about your teaching at present"), I would outline the following topics:

- Education and teaching background / Teaching at present:
  - Could you tell me about your education in general?
  - What about your teaching?
  - Could you describe a typical school day for you?
  - How would you describe the criteria that you follow to organize or sequence your instruction?
  - Could you tell me of any other choices that you make with regard to your teaching in- and outside the classroom?
- Learners:
  - How would you define the students taking Spanish in this school?
  - Have you noticed any change in your views about learners of Spanish in general since you started teaching?
- Theoretical issues:
  - Based on your training and experience, how would you describe the connection between theory and practice in your teaching?
  - How do you think that your teaching has developed up to the present?

Along with these questions, I selected a number of concepts which could serve as prompts during the conversation, most of them related to social processes or events taking place in the classroom: group formation and development, classroom climate and

dynamics, physical environment – inside and outside the classroom – and learner differences. The questions would not necessarily have to be worded as presented above, nor would they have to follow the same order.

The second interview

This interview would take place by the seventh or eighth week of instruction, in order to elicit the teachers' views about the courses that they would be teaching. The main purpose could be introduced in the following way: "Today I would like to ask you about the progress of the course that I am observing...". This purpose would not only be stated at the beginning of the conversation, but also during the interview in the form of further explanations about the questions, the technical procedures, etc. Other possible questions for the first part of the interview could be: "How do you think the course is going so far?", "What do you think about the students?", "How do you feel about the progress made by this class since the beginning of the course?", etc. Next, the interview would contain a reduced number of descriptive questions, which would be combined with more specific questions for each teacher – in relation to the analysis of the first interview – to continue the process of elaboration of domains for each teacher.

The third interview

As in the two previous encounters, the third interview would begin with an explanation of its overall purposes (e.g., "In this last interview, I would like to talk with you about the course in general, and then ask you some questions about some items that I collected from the observations..."). The purposes could be re-stated during the interview if needed, along with further explanations which could clarify both the language and the content of the questions. Afterwards, the interview would proceed as follows:

- Questions about the progress of the course.
- Questions related to the domains for the teachers' knowledge about their teaching, the learners, the classroom, etc.
- Stimulated recall technique.

The methodological considerations for the last interview – at the end of the academic year – were mainly concerned with the combination of different kinds of questions and the technique of stimulated recall. The questions would be descriptive – to elicit general information from the teachers about the progress of their courses at that time – and structural – to verify and consolidate the areas or domains within the teachers' knowledge drawn from the analysis of the previous interviews. For example, if the examination of the data brought forth the issue of different types of learners, I might address this issue by asking the teacher: "Do you think that there are different kinds of learners?", "How would you classify them?". The structural questions could be repeated, in order to assure the quality of the answers, and complemented with contrast questions; e.g., "What is the difference between a 'quiet' and a 'silent' student?".

For the stimulated recall technique, I would have the teachers answer questions related to specific segments of my classroom observations which, from my position as researcher, might need further clarification and/or be especially relevant to the purposes of the investigation. The stimulated recall technique would consist of three main steps:

- To inform the teachers about the context in which the segment was recorded – day, time during the lesson, physical position, etc. – so that they could give a more precise account of the situation, and hence enhance the reliability of the data (Nunan, 1992). This explanation might include a direct reference to the issue that I wanted to address. Likewise, it could be accompanied by sketch maps of the situation that I had drawn from my analysis of the data. In this way, the teachers would have a chance to recall the situation from both my oral report and a visual aid.
- To have the teachers listen to the segments and read the transcriptions before I asked them about the segment with questions such as: "What do you think happened here?" or "Could you help me to understand this?"
- To provide further assistance if the teachers had doubts after listening to and reading the segments, or could not find an answer to my questions: listening to the segment again, repeating or rephrasing the description of the context, etc.

4.2.3. Other methodological considerations and procedures

The relationship between the teachers and the researcher could vary depending on (a) the moment in which each interview took place during the investigation, and (b) their specific design and structure. By the time the first interview would be held, my communication with the teachers might have consisted of a few telephone calls – to request their collaboration, to make an appointment to discuss the terms of the project, etc. – and a first face-to-face meeting, to discuss questions or doubts about the project, and arrange a tentative time for our next contact. In other words, in the first interview I would already have a general knowledge of the institution, and a brief acquaintance with the teachers. In view of this, I would ask the teachers to treat me as an "outsider," i.e. someone who knows nearly nothing about their work in that particular professional and institutional context. While I did not expect that the teachers would completely disregard the fact that I was a teacher – which nevertheless might facilitate a more relaxed atmosphere of mutual understanding – I intended to present myself as a stranger with genuine interest in learning from their experiences as teachers.

In the case of the second and third interviews, the relationship between the teachers and me would have undergone several changes. Considering my new position as a non-participant observer in the classrooms, I would be keen to remind the teachers to continue thinking of me as an "stranger," i.e., a person with no more knowledge about their work than he had seven or eight weeks before. On the other hand, the "stranger" role would not imply refraining from referring to my own teaching and personal experiences or the investigation. As mentioned above, one of the reasons for employing the stimulated recall technique near the end of the academic year was to avoid any disturbances in the relationship between the teachers and the researcher – caused by my requests for further comments on materials that I would have previously analyzed. The measures taken to mitigate this lack of balance were:

- a clear statement of the purposes for the interview, including a description of the stimulated recall technique in non-technical terms, and
- a detailed description of the contexts in which the segments being analyzed occurred, to help the teachers feel more knowledgeable – and comfortable – before commenting on them.

Another issue might be the language employed in the interviews – English or Spanish. I preferred to respect the teachers' preferences in this regard, above all to avoid any feelings of coercion – for example, if we were to speak only in my first language, Spanish. Once this basic principle was established, the communication between the teachers and the researcher could vary according to the progress of their relationship, and the circumstances surrounding each of their encounters. (Other specific methodological procedures in Appendix "Methods – Procedures", pages 3-4.)

4.3. Classroom observation

The observations were designed to yield account of the interaction between the teachers and the learners within the classroom context, contributing to the discovery and exploration of issues other than those raised in the interviews and the journals. Moreover, with the implementation of two types of non-participant classroom observation – on-site and retrospective – I could:

- collect data on the verbal and non-verbal behavior of teachers and students, and
- complement these data with other relevant aspects of the classroom environment, such as changes in its physical organization, and any non-pedagogic occurrences during the instruction.

The observations would cover five courses of Spanish as a Foreign Language in four high schools and a college located in Central Pennsylvania, USA. The number of teachers involved in this project (5) reflects my aim of reaching conclusions which could be generalized to other academic contexts – to the extent permitted by the overall qualitative approach to the description of the L2 classroom and the analysis of the teachers' behavior

in this setting. The decision to carry out one observation per week for each teacher was largely based on my own position as a full-time instructor in Spanish during the project, which would not allow me to travel to all the schools every day. As to the decision to set 13-15 weeks as the projected period of observation – rather than an entire academic year – the main reason was the preferences expressed by most of the teachers and school administrators whom I contacted for the project. To some degree, I sought to compensate for this limitation by maintaining the connection with the teachers and their courses through the third interview – held at the end of the school year – and the teacher journals – collected at the end of this interview.

The observations were structured around three different instruments:

- Sheet A – "First Day" – to describe the physical organization of the classroom during the first day of the period of observation;
- Sheet B – "On-Site Observation" – to record the non-verbal interaction between the teacher and the students, and give account of any non-pedagogic occurrences and interruptions, and
- Sheet C – "Retrospective Analysis" – to combine the data collected through Sheet B with the transcription of the verbal interaction between teachers and students during the transitions between the instructional stages – periods or steps in the progress or development of the lesson. The retrospective analysis would be carried out outside the classroom after each on-site observation.

The combination of these two types of observation raises a number of issues concerning the basic units of analysis, the variation in the degree of inference, and the technical equipment. With regard to the units of analysis, I provided guidance on the following items in designing both Sheet B and Sheet C:

- the selection of episodes within the lessons for detailed coding,
- the classification and segmentation of the episodes into units of analysis, and
- the specific procedures followed in the implementation of each coding system.

These elements constitute the basis on which I designed the systems in an attempt to (a) assure an efficient implementation within different research settings both during the period of observation and in the future, and (b) establish clear instructions for their implementation so that other researchers may use the coding systems without extra oral explanations – for example, in a reliability trial prior to the main data collection.

While the sections that describe each observation schedule deal with the units of analysis, I would like now to address the two other issues – the variation in the degree of inference, and the technical equipment. The former refers to the subjectivity or objectivity involved in the design of a system of coding classroom behavior:

> Low-inference items [in the coding system] are those referring to specific, local, overt behaviors, like 'student responds to teacher's question.' High-inference items are those which classify less specific, more global, often covert phenomena, such as 'student clarifies.' They are covert in the sense of not always being explicitly performed and/or taking place over two or more utterances.
>
> (Long, 1980:7-8)

Designing a system with low-inference items – or categories – may facilitate the collection of as much information about the language classroom as possible during the lesson without the need of focusing on more covert phenomena. At the same time, the design of such systems may entail an effort to find "low inference means of investigating non-trivial aspects of what happens in language classes" (Allwright and Bailey, 1991:64). In the case of my study, I would argue that the instructional stages could be considered as low-inference categories of analysis because (a) they constitute the sequence of activities in which teachers generally structure their lessons, and (b) their definition attempts to reflect the teachers' classroom behavior as explicitly as possible.

Turning to the technical equipment employed in the observations, a comment seems necessary on the use of audio-tape recording instead of other possibilities such as a video camera. At first sight, video might seem to facilitate a more precise account of the non-verbal interaction between teachers and students, for example in the case of classrooms with a large number of participants. However, in this study video recording could have

caused a number of problems and disadvantages related to (a) the institutional context, and (b) the issues of intrusiveness and participants' anxiety. My schedule of observations would have made it necessary to transport and arrange the video equipment in a different classroom every day. Besides the interruptions that this would have created in the development of the lessons, it would also have given rise to negative impressions from the school administration. A video camera might have been perceived as a highly disruptive and/or intrusive element, especially among teachers who had never had any experience with classroom-based research. In fact, my presence as a non-participant observer taking notes during their lessons might already cause a certain anxiety among some of the teachers, who might find it difficult to relate to their students while having me in the classroom. For these reasons, I chose tape recording as the least intrusive data collection method, in combination with note-taking and a number of other methodological procedures introduced in the next two sections.

4.3.1. On-site observation

This section provides a detailed description of Sheet A – "First Day" – and Sheet B – "On-Site Observation". More specifically, it focuses on (a) the data that each of these schedules would collect, and (b) the specific characteristics of their design and implementation, including the validity and reliability of the teaching events to be coded in Sheet B. (See appendices "Observations – Sheet B" and "Observations – Sheet C" for blank and completed sheets.)

SHEET A ("First Day")

Sheet A could be considered as a "bridge" between the background information of the institutional and academic context, and the coding systems for the classroom observations – Sheets B and C. The description of the physical organization of the classroom would include the following:

- Organization of the students' desks or chairs in the classroom: shaped like an U, a semicircle, a rectangle, scattered forming columns and rows, etc.

- Position of the teacher's desk in relation to the students' chairs or desks: in front of the other desks between the students and the board, in front of the students but closer to a wall, leaving open the space between the students and the board, etc.
- Arrangement of any other teaching materials such as audiovisual equipment, board/s, posters, signs, etc.
- Other characteristics of the classroom environment: lighting, air conditioning, heaters, bell ringing at the beginning and the end of the lesson, etc.

The materials for Sheet A would be organized in three main parts:

- Drawing of the classroom from a sketch made during the observation.
- Description of aspects of the physical classroom environment that cannot be portrayed by the drawing.
- Brief report of the lesson, which would also include an account of the students in the classroom in terms of their age, gender, and ethnicity.

The first observation was intended to facilitate the adjustment of both teachers and students to my presence in their classroom as a non-participant observer. With the exception of the sketch, the notes from this observation would be taken outside the classroom and after the end of the lesson. This procedure would be connected with the second purpose of Sheet A – to serve as a reference point for the description of any salient changes in the physical arrangements of the subsequent lessons.

SHEET B (On-Site Observation)

Sheet B would collect information about:

- Physical organization of the classroom setting at the beginning of each lesson, and the changes affecting this organization during the observation.
- Non-verbal features of the interaction between the teacher and the students.
- Non-pedagogic occurrences and interruptions that might occur during the lesson.

These features would be described in relation to the instructional stages that make up the lesson. The validity of "stage" as a construct – i.e., assumed to exist in order to explain behavior that can be observed (Nunan, 1992) – was based on the following:

- The organization of the lesson as a sequence around a series of teaching and learning activities – i.e., stages – seems to correspond with the way in which teachers attempt to structure and manage such sequences as efficiently as possible.
- The stages outlined in this study are intended to reflect the above-mentioned teachers' view of the lesson as a sequence of recognizable teaching events such as presenting new content, providing directions for activities, assisting students during the activities, dealing with administrative matters, etc.
- The stages are also intended to reflect an assumed equivalence with the different roles that teachers may adopt during the instructional sequence:

  - Disciplinary Management (DM), with the teacher as a disciplinarian controlling and/or solving matters of discipline in the classroom.
  - Administrative Management (AM), with the teacher as a manager serving as the most representative link between the school administration and the students.
  - Social Management (SM), with the teacher as a promoter contributing to the growth of the social atmosphere of the classroom.
  - Facilitating Linguistic/Cultural Models (LC), with the teacher as a facilitator presenting him/herself as a linguistic/cultural model.
  - Presentation of New Content (PR), with the teacher as an instructor conveying knowledge or presenting the content of the lesson.
  - Instructions for the Activities (IN), with the teacher as an organizer and coordinator setting up the conditions under which the learning activities are carried out, and administering the pedagogic resources to carry out the activities – this role also relates to the stage "Activity in Progress" (AC).
  - Assistance During the Activities (AS), with the teacher as a guide assisting students during the development of learning activities.

- Feedback After the Activities (FE), with the teacher as an evaluator assessing students' knowledge of content, and giving feedback.

(adapted from Wright, 1987a)

This equivalence should not be considered as a hypothesis to be tested through the observations. Rather, my attempt was to use it as a basis against which I could discuss specific issues resulting from the analysis of the verbal and non-verbal data gathered in the observations. In other words, I sought to examine those instances in which the equivalence might not be as symmetrical as it might seem *a priori.*

Sheet B was divided into four sections in order to provide an account of:

- Initial physical organization of the classroom
- Onset time
- Instructional stages
- Non-verbal features of the interaction between teachers and students

The orientation of the sheet was "landscape" (longest side horizontal), and below the heading "Sheet B / On-Site Observation" there were spaces to indicate (in the order given):

- Level of the course
- Time at which the class meets
- Lesson number, counting from the first lesson observed
- Date of the observation
- Sheet number

The section "Physical organization" went all the way across the sheet. There were three columns for the sections "Time," "Stages," and "Non-verbal Interaction" in this order from the left, each on them with its corresponding heading. The first two columns had the same width, whilst the third was somewhat narrower. During the observations, I would have at least ten copies of Sheet B, each numbered in the top right corner – in the box

marked "Sheet number." I would also have another sheet with the list of codes for the instructional stages, and the lesson plan furnished by the teacher.

Physical Organization

This section was intended to record any visible changes in the physical conditions of the classroom occurring or already in place before the beginning of the lesson according to the school timetable – e.g., a new desk in the space between the teacher and the students, a lesson with fewer students than usual, etc. I would write down notes for this section during a period of approximately 5-10 minutes. The length might change due to circumstances such as an extension of the preceding class period for any reason, the presence of students from other courses taking an exam in the same room, etc. If it were not possible to take notes prior to the lesson, I would attempt to describe any significant details at the end of the observation. Annotations on changes in the physical organization of the classroom during the lesson – as well as any other occurrences and interruptions – would be included in the section "Non-verbal Interaction."

Time

The chronometer to record the onset time at which the transitions between stages take place would be set for counting from the beginning of the lesson. It could also be used in the description of events occurring at the end – according to the school timetable.

Stages

The following classification of the instructional stages was refined after conducting the pilot research project and the reliability trial:

- Disciplinary Management (DM): Attention to issues of discipline; e.g., teacher reaction to talking and laughing while new contents of the lesson are being introduced, moving around the classroom without the teacher's permission, not following a presentation or activity because of not having the book or other required materials, not paying attention, etc.

- Administrative Management (AM): Information about administrative matters related to the course – e.g., class attendance, absent students, evaluation procedures, field trips, etc. – the school – e.g., holidays, new teachers or staff in the institution, facilities, sport activities, school announcements, etc. – and the physical organization of the classroom– pedagogic materials and furniture.
- Social Management (SM): Information or interaction with the student(s) about topics not directly related to the planned contents of the lesson, nor to the target language or culture, e.g., the teacher chatting with students after an activity, making comments about his/her personal life – or about the student(s)' – while presenting contents, etc.
- Facilitation of Non-planned Linguistic/Cultural Models (LC): Information about the target language and culture not related to the planned contents of the lesson or the activities to practice them, e.g., greetings, leave-takings, personal anecdotes about the target culture, vocabulary, idioms, grammar items, etc.
- Presentation of Planned Contents (PR): Presentation or review of items from the lesson plan on grammar, functions, culture, etc. It also involves the description of the lesson or unit plan to the students at any time during the lesson.
- Instructions for the Activity (IN): Verbal or non-verbal directions to carry out an activity – including homework, tests, and quizzes – and administration and collection of appropriate materials. This includes announcing the dates for quizzes and tests, and describing their contents. It also includes the directions for students on how to present planned contents by themselves or to correct the homework in class.
- Activity in Progress (AC): Students working on an activity individually, in groups, or with the teacher. The teacher may participate in the activity – e.g., asking questions, making comments, etc. – or may be seated or standing near his or her desk, walking around the students' desks during the activity, outside the classroom, etc.
- Assistance During the Activity (AS): Verbal or non-verbal assistance to an individual, group, or entire class while carrying out an activity.
- Feedback After the Activity (FE): Feedback provided after an activity, including further information – e.g., new words, expressions, functions, etc. – or questions related to the activity. This stage also entails asking about or correcting the homework in class.

The transitions between the instructional stages would be determined from (a) the non-verbal and verbal behavior of the teachers during the lesson, and (b) the students' non-verbal or verbal reactions to that behavior:

- The teacher's verbal and non-verbal behavior. The teacher summarizes the previous instructional stage, introduces a new stage, or attempts to move forward to another stage with words like "all right," "then," "OK," "now," "so," etc., or with expressions like "so, now that we've seen how the neuter pronoun works, now let's practice with it, ok?" Examples of non-verbal behavior might be if the teacher would use body language to explain or clarify the meaning of a vocabulary item, or if s/he would remain silent until the class – as a group – noticed his or her intention to move on to the next instructional stage.
- The students' verbal or non-verbal reaction to the teacher's behavior. For example, at the beginning of the lesson, the teacher says: "¡Buenos días, clase! ¿Cómo están esta mañana? David, pareces cansado... ¿Estás bien?," ('Good morning, class! How are you today? Dave, you look tired... Are you feeling well?'). The student addressed answers that he was ill the day before and had to go to the doctor, or nods his head as an indication that he is not feeling well. This exchange may be considered as an instance of social management (SM). Next, the teacher may proceed to a new stage in the instruction, such as presenting the lesson plan, or reviewing homework, etc. In another situation, the teacher hears a couple of students laughing while the rest of the class is reading in silence. Then, the teacher walks towards the two students looking at them at the same time, and the students stop laughing. This reaction could then be taken as a sign of general management (GM).

The first impression given by a particular reaction – or behavior – may not be clear enough for the coder to record the adequate instructional stage. Also, the observer may miscalculate the time at which s/he records the transition between one stage and the other. Moreover, the teacher may make a "false start," which would modify the orientation of the instructional sequence. The following procedures – isolated or in combination – attempted to sort out possible inaccuracies in coding the stages:

- Record the time at which the verbal or non-verbal behavior of the participants seems to lead to a new instructional stage, and then code the stage accordingly. This may also entail the recording of isolated words from the verbal interaction between the teacher and the students, for later recollection of the event.
- Code a specific teaching event as more than one instructional stage if needed. In this case, the observer codes both stages together separated by a slash (/).For example, in the above exchange between the teacher and Dave regarding Dave's well-being may be coded as "LC/SM" (Linguistic-Cultural modeling/Social Management). The teacher provides a linguistic model while at the same time shows concern for his student's health.
- Use the teacher's apparent intention as the normal criterion for indicating and/or selecting an instructional stage. If there were an appreciable mismatch with the behavior of a significant number of students, the observer would indicate it with an asterisk.
- Indicate doubts about the selection of one or more stages with a question mark. These doubts would be dealt with later on during the retrospective analysis of the lesson.
- Listen to the verbal data collected through the retrospective analysis, in order to contrast these data with the notes from the on-site observation. In case of further doubts, the observer would indicate them in the column for the stages with an interrogation mark ("?"), either next to the tentative stage selected or in its place.

Non-verbal Features of the Interaction Teachers / Students

While the instructional stages were coded by their abbreviations – e.g., PR (Presentation of Planned Contents), etc. – the non-verbal interaction was described through notes, which would not be longer than 25-30 words, and could include complete sentences, isolated words, or any abbreviations in order to collect as much information as possible. For example, an entry such as: "T stops PR arms up & nods no to M1 talking with M2, M3 silent, and M1 head down book," could be restated later as: "A student talks with two classmates while the teacher is presenting a new content. The teacher stops the presentation, and raises his arms and nods his head in a negative gesture at the same time. The three students stop talking and the student who was talking with the others looks down

to his book." The observer could also decide to transcribe isolated words from the classroom discourse in the on-site observation, in order to facilitate the subsequent link with the retrospective analysis. For example, in the entry: "T stays with knee on desk & points LL when asking. Hijas with five/arm up," the underlined word would allow the observer to relate the gesture made by the teacher to the student's answer regarding the number of daughters that he has.

Non-verbal interactional strategies may be used to maintain and control the flow of conversations. They also "underscore or reinforce the content of a given utterance, the affective state of a speaker, or the relationship of the interactants" (Hurley, 1992:267). The on-site observation focused on the features of the teachers' non-verbal behavior during their interaction with the students, and more specifically, on what features the teachers employed in the transitions between the stages. Therefore, while the instructional stages are the episodes within the lesson selected for coding, the verbal and non-verbal features constitute the units of analysis into which the episodes are divided. I arranged the non-verbal features under two main categories related to kinesics and proxemics, respectively (Kellerman, 1992):

- Body movements such as gestures with hands or other parts of the body, gazes, shrugs, and nods, used as strategies for punctuating the communication between the teacher and the student. For example, the teacher makes gestures with his hands at the beginning of an activity, nods his head to provide feedback, moves certain parts of his body to facilitate the comprehension of a new word, etc. Notes would be taken primarily on the non-verbal behavior of the teacher while interacting with the students; e.g., the teacher pretends to be yawning to introduce or clarify the meaning of the word "sleepiness," in contrast to an instance in which the teacher covers his mouth with a hand and yawns while the students are reading in silence.
- Physical position of the teacher in the classroom, including proximity and/or touching. For example, the teacher moves towards his desk when he starts presenting a new item, walks around the students during an small group activity at a distance of 15-20 cm and then kneels in front of a student requesting assistance, etc. The notes indicate the approximate distance between the teacher and the students in multiples of five centimeters: 5 cm, 5-10 cm, 10 cm,

etc., e.g., "the teacher begins to give the instructions for an activity behind his desk, but moves towards the first row of students, and keeps 50-60 cm of distance."

Annotations concerning changes in the physical organization of the classroom would follow a similar pattern to that for the non-verbal features – i.e., complete sentences, isolated words, or abbreviations. In addition, the section could include comments related to issues such as the progress of the lesson, the participants, notes taken before on stages, onset time, etc. These comments could also refer to non-pedagogic occurrences or interruptions caused by, for example, students who need to leave the classroom for any reason not related to the classroom activities, other teachers or administrative staff knocking on the door and requesting the teachers' attention, problems with the teaching materials to be used during the lesson which force the teacher to interrupt his or her teaching, sudden changes in the physical conditions of the classroom such as electricity failures, noises coming from outside, etc.

Transcription Conventions

During the observations, I would have a copy with the transcription conventions for the instructional stages and a summary of their definitions, in order to facilitate my coding in case of doubts (see Appendix "Observations – Transcription Stages". Other specific methodological procedures in Appendix "Methods – Procedures", pages 3-4.)

4.3.2. Retrospective analysis

The purposes of Sheet C – Retrospective Analysis – were:

- To give an account of the verbal interaction between teachers and students during the instructional stages and sub-stages that make up the lesson.
- To relate the teachers' discourse in the transitions between instructional stages to relevant features of their non-verbal behavior as described in Sheet B.
- To compare the data from both coding systems, with the attempt to resolve doubts or mistakes regarding the segmentation of the lesson into instructional stages.

The orientation of Sheet C was "landscape," with the heading "Sheet C / Retrospective Analysis" filling the upper part. In the same order and from left to right, this part also indicated:

- Level of the course
- Time at which the class meets
- Lesson number, counting from the first lesson observed
- Date of the observation, in this order and from left to right

Below, there are four columns for:

- Onset time
- Instructional stages
- Transitions
- Non-verbal interaction

These sections appeared in this order, each of them with its own heading. The sections "Time" and "Stages" had the same width, and were somewhat narrower than the other two sections. "Non-verbal interaction" was the section occupying most space on the sheet. The transcription conventions for the verbal discourse were detailed in a separate handout. I also had another sheet with the list of codes for the instructional stages, and the lesson plan.

Time

After having incorporated the time, stages, and notes about the non-verbal interaction from Sheet B, I would set the chronometer for counting from the beginning of the tape, in order to detect any possible inaccuracies concerning the appropriate instructional stages and times. This means that a number of entries under the section "Time" in Sheet C might be corrections from the original times recorded during the on-site observation. This procedure could be repeated more than once, in order to assure as much precision as possible in the coding.

Stages

This column would contain the abbreviations for the stages outlined in Sheet B. As for the onset time, the corrections on the instructional stages were followed by the original stages in parentheses and italics. For example, during an observation, I might select "FE" ("Feedback After The Activity") for a segment in which the teacher explained a specific item after completing an activity. However, the recording of the lesson might indicate that the stage consisted of two different parts: (a) the teacher clarifying doubts after the activity – e.g., "so, this is the 'I' form of the verb 'to have', and its conjugation is 'I have'; but this is the 'he' form, and it's conjugated as 'he has' – and (b) the teacher relating the explanation to the instructions for a new activity – e.g., on the concept and form of the neuter pronoun "it." In this case, the teacher might be moving from one stage to another in which she gives directions for a new activity (IN).

The column "Stages" would also contain abbreviations for the sub-stages to be incorporated during the retrospective analysis. I defined a "sub-stage" as an instance of verbal or non-verbal behavior from the teacher or the student(s) within a given stage whose characteristics (a) are noticeably different from those of the main stage, and (b) fall into the definition of another stage.

The essential difference between "stage" and "sub-stage" is that the emergence of the latter does not involve a change in the overall behavior of the participants during the stage. Consequently, if a major shift became evident in the overall behavior, what was initially considered as a sub-stage should be coded as a stage. For example, while a teacher is providing the instructions for an activity (IN), she gets distracted by a group of students talking among themselves. She stops talking about the activity, calls the attention of the students (DM) with a prolonged look in silence, or by uttering one or more words disapproving their behavior, and then resumes her instructions (IN). It might happen that the teacher, after giving the students a hard look or uttering a brief scolding, goes on talking about the rules established at the beginning of the year concerning discipline and proper behavior. In this case, the initial sub-stage 'DM' would become a stage followed by

a different one – and subject to enclose one or more sub-stages. The abbreviations for the sub-stages are the same as those for the instructional stages and appear in the same column on Sheet C. Both are coded along with the time at which they take place, but their alignment differs – left for the stages and right for the sub-stages.

Transitions

This column contains the discourse uttered by the teacher and the student(s) in the transitions between stages, and during the sub-stages. Even though emphasis was put on the teacher's behavior, the transcriptions were intended to reflect the discourse of all the participants involved in the verbal exchange during the above instances – the teacher alone, the teacher with one or more students, or the teacher with all the students as a whole. The assumption is that the analysis of the transitions between stages could furnish me with relevant information concerning the overall behavior displayed by the teachers. As discussed in the description of Sheet B, the boundaries between stages could be determined by looking at (a) the teacher's verbal and non-verbal behavior, and (b) the students' verbal or non-verbal reaction to the teacher's behavior.

An analysis of "boundary moves" – discourse between instructional stages – was carried out by Sinclair and Coulthard as part of their study of L1 classrooms (1975), and Mitchell et al in the field of L2 instruction (1981). Sinclair and Coulthard's system of discourse analysis comprises five hierarchical levels or "ranks" – lesson, transaction, exchange, move, and act. Rank III in the hierarchy – exchange – consists of two classes: "Boundary," and "Teaching," each of them with a number of moves. Within the first class, focusing and framing moves include several classes of acts, which constitute the smallest unit of analysis in this system – with twenty-one discourse acts in total. This notion derives from "speech act," i.e., what a speaker does when she or he says something (Austin, 1962).

In this study, the boundary moves – "focusing" and "framing" – could be used to measure the transitions between the instructional stages of the lesson, and define their

characteristics. The teacher may employ a focusing move to introduce a new stage – e.g., "(...) now we'll talk about neuter pronouns, ok?", and a framing move to summarize the stage – e.g., "so, now that we've seen how the neuter pronoun works...". A framing move also points or emphasizes the teacher's attempt to advance to a new stage; in this case, the teacher may use words such as "all right," "then," OK," "good," etc., make gestures or remain silent in order to emphasize his or her desire to move forward in the lesson. As indicated by these examples, focusing and framing moves may contain one or more words, the linguistic units of analysis for this observation.

I chose boundary moves as my categories of discourse analysis because, first, the interpretation of utterances might entail certain limitations such as different meanings for the same word, the ambiguity of the propositions expressed by a sentence, and the different functions that the same speech act can have (Dore and McDermott, 1982). Secondly, Sinclair and Coulthard's system of speech acts may not be as relevant when applied to a L2 educational context, where the L1 and the L2 can be used as a means to (a) interact at a social and personal level, (b) convey or share knowledge about the subject, and (c) become the subject itself – in the case of the L2. Finally, the notion of boundary moves seems to fit both L1 and L2 contexts, and relates rather closely to the episodes under analysis in the retrospective analysis – the transitions between instructional stages.

The teachers' discourse in the transitions may be accompanied by or be a response to discourse from one or more students – as participants in the teaching events. In this regard, I attempted to examine not only the boundary moves, but also the verbal interaction between teachers and students during the transitions. "Turn" is defined here as the verbal exchange between two or more participants taking place within the transition from one stage to another in the lesson. As in the description of the boundary moves, I analyzed the turns – also called "turn-getting moves" (Allwright and Bailey, 1991) – considering the word as the linguistic unit of analysis. The analysis was mainly concerned with the exchanges between the teacher and the student(s), but did not deal with interaction taking place among the students, due to the purposes of the study and its technical limitations as far as the collection of data is concerned.

In their analysis of communication strategies in the interlanguage of L2 students, Faerch and Kasper (1983) argue that speech production comprises two processes: planning and performance. The discourse of both L1 speakers and L2 students may exhibit these processes, which are related to a number of "performance features": linguistic and non-linguistic elements that shape the spontaneous speech as a very fragmented type of discourse with a discontinuous activity (Goldman-Eisler, 1972). Faerch and Kasper suggest a classification of the performance features into three main groups: temporal variables, self-corrections, and lapses. Within the first group, pauses – caused by breathing, interpretation and articulation or words, or hesitations – repetitions – of phonemes or words – and sustained or slow pronunciation are considered as devices used by the speaker to plan his or her discourse at a syntactic, lexical, and phonological level. Focusing on the teachers' discourse, the analysis of specific performance features in the retrospective analysis aimed to (a) refine the description of the transitions between the instructional stages , and (b) take into consideration any relationships between the teachers' use of performance features and the teachers' behavior during the lesson.

Transcription conventions

The analysis of boundary moves and turn distribution was based on two sets of methodological procedures:

- Transcription of the participants' utterances – both in English or Spanish – which included the coding of turns and performance features such as pauses, intonation, emphasis, and volume.
- Description of the data in terms specifically related to the boundary moves that could facilitate the subsequent discussion of the results.

I combined the Jeffersonian Transcription System (JTS), particularly common in Conversation Analysis (Sacks et al, 1974; Psathas and Anderson, 1990; Psathas, 1995), with a number of conventions relevant for discourse uttered in a L2 classroom (Allwright and Bailey, 1991), and a few personal additions. The JTS has been widely used in fields

such as sociology and anthropology because it provides an accurate account of verbal interaction, at the same time as it refuses "to present its findings and formulations in overly theoretical or abstract terms" (Psathas, 1995:67). Adopting this system for the analysis of classroom discourse might then offer a more objective representation of the interaction taking place between the participants. (The fuller system is given in the Appendix "Observations – Transcriptions Discourse.") The symbol (*) indicate changes in the original JTS; (**) indicate transcriptions borrowed or adapted from Allwright and Bailey's transcription system (1991:222-223), and (***) indicate my own additions.

Non-verbal Interaction

This section would include notes from the on-site observation in full. For example, what Sheet B describes as "T asks groups 3LL + gestures arms up chairs," appears on Sheet C as "Teacher asks the students to form groups of 3, while at the same time makes gestures for the groups to arrange the chairs accordingly." This section also had annotations on the physical organization, as well as any other comments written during the on-site observation. Entries for this section were separated from each other with a blank space, to make clear the correspondence with the entries within the section "Transitions." (Other specific methodological procedures in Appendix "Methods – Procedures", pages 3-4. The Appendix "Observations – Reliability Trial" provides a list of procedures for the research assistants, page 76.)

4.3.3. Analysis of coder agreement

Inter-coder agreement was analyzed for the coding systems used on Sheet B and Sheet C. Two teachers of Spanish as a Second Language participated in the analysis as research assistants ("Assistant 1" and "Assistant 2" in the discussion of results). They observed a videotaped segment of a Spanish lesson, and coded it independently. Afterwards, I completed a comparative examination of the results in order to (a) ascertain the degree of confidence that I could have in a single coder's analysis of the lessons to be observed within the final investigation settings, and (b) resolve any ambiguities in the design of the coding systems. The first part of the training period for the assistants consisted of reading a handout with:

- a brief description of the study,
- the guidelines for the analysis of coder agreement, and
- copies of the two coding systems used in the pilot project.

Next, the assistants analyzed approx. 6 min from the same video-taped lesson using the sheets with the coding systems and the guidelines in the handout. Finally, we discussed the results, and arranged the procedures for the next observation. This was carried out independently, without further interaction between assistants and researcher with regard to the contents of the handout. The analysis consisted of the following parts:

- Coding the segment (approx. 22 min) using Sheet B. The assistants coded the instructional stages that made up the segment, recorded the time at which they occurred, and described the non-verbal behavior of the teacher.
- Revising the notes taken on Sheet B, in order to complete all the entries and indicate any doubts with question marks.
- Completing Sheet C from a tape-recorded version of the same segment. Previously, the assistants were asked to incorporate the notes from Sheet B. Next, they listened to the segment in order to transcribe the discourse within the transitions between the instructional stages.
- Revising the notes taken on Sheet C by listening again to the tape recording.

I approached the results of the coders' analyses from different perspectives. In the case of the instructional stages, I began by examining the degree of agreement on Sheet B. I compared it to Sheet C – after the coders went over the doubts marked in Sheet B. Next, I examined the agreement concerning the discourse within the periods of transition. For both instructional stages and discourse, I analyzed the degree of agreement between the assistants, and then between the assistants and myself. The discussion of the results (see Appendix "Observations – Reliability Results") comprises two sections for the instructional stages and the discourse within periods of transitions, respectively. Each section includes a description of the adjustments made in the coding systems after examining the results of the reliability trial, and the comments suggested by the assistants.

4.4. Teacher journals

As mentioned in the introduction to the data collection methods, this study aims to incorporate the teachers' own perspectives into the final analysis by means of: (a) semi-structured interviews, (b) stimulated recall technique used in the last interview, and (c) teacher journals. A journal study is "a first person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events" (Bailey, 1990:215). In L2 teaching and learning research, journals have been utilized to explore three main areas:

- Language learning experiences, developed by either language learners, or teachers in the position of language learners (see, e.g. Schumann, 1980; Schmidt and Frota, 1986; Campbell, 1996).
- Student teachers' reactions to academic courses, in terms of the lectures they attend, the reading materials assigned, other activities within the training process, etc. (Porter et al., 1990).
- Language teaching experiences, involving issues such as classroom management, group dynamics, teacher/learner relationships, etc. (Bailey et al., 1996).

The main purpose of the journals in this investigation was to provide the teachers with an opportunity to convey their opinions and ideas about the issues raised by the study. In contrast to the interviews, this method would allow the teachers to make their contribution at an individual level – i.e., with no direct interaction between the teachers and the researcher – and at their convenience as regards when they wrote the entries. Finally, the journals could also be used as a way to collect the teachers' reactions towards the methodological procedures followed by the researcher in the investigation; for example, if a teacher wanted to express his or her views regarding the presence of the researcher in the classroom, and its influence on the students during the lesson.

I would give the journals to the teachers at the end of the first interview. The notebooks included (a) a brief introduction to the characteristics of teacher journals, and (b) some suggestions for their completion. My intention was to collect the journals twice during the investigation – at the second interview, and at the end of the research. With this schedule I intended to incorporate the teachers' opinions and ideas into the last interview, along with the topics selected in advance. Also, I considered that collecting the journal during the investigation could have a positive effect in the interest and motivation that the teachers could have about the research, and their own role in the process of collecting and analyzing the data. A clear account of both purposes and guidelines in the journals aimed to lessen possible feelings of anxiety or intrusion based on (a) the work and attention that writing a journal implies, and (b) the fact that I was reading the journal while the investigation was still going on, respectively (see Appendix "Journals – Guidelines").

4.5. Ethical principles and procedures

I observed a number of precautions in order to assure an informed consent of the people directly or indirectly involved in the various procedures for the collection and analysis of data, and safeguard their rights, concerns, and interests. In general, precautions can be grouped into three domains: research schedule, confidentiality and anonymity, and presentation of the research objectives. The guidelines for these domains came from two complementary sources: the Principles of Professional Responsibility established by the Council of the American Anthropological Association, and adapted by Spradley (1979), and the Guidelines for Ethical Research in ESL, prepared by the TESOL Research Committee (1980). More detailed information about the implementation of these precautions within each specific academic setting and with different individuals appears in the section on data analysis.

The research schedule

The research schedule was intended to (a) accommodate the interests of the institutions and individuals participating in the project, and (b) avoid any interference or disruption during

the course of the academic year. In addition, the schedule was expected to provide data of good quality, based on the assumption that the participants might tend to maintain their professional and personal habits if they did not feel concerned or threatened by the presence of an outsider in the academic setting. The items that make up the schedule were gathered in a contract (see Appendix "Contract – Schedule and Outline") which also contained basic information about the methods of obtaining the data. The contract would be signed by the school principal or the department chair, the teacher, and the researcher before the beginning of the academic year, and once the following procedures had been followed:

- The administrator receives two drafts, to be reviewed by him/her and the teacher.
- The administrator discusses with the researcher the terms of the contract during their first meeting, and signs it after his/her approval.
- The teacher and the researcher review the draft in their first personal contact. Should the teacher suggest a change in the draft, the researcher incorporates the appropriate amendment in the final copy, discusses the changes with the administrator, and requests a new signature.
- The teacher signs the final copy of the document at the beginning of the first interview.

Together with the information about the schedule for the research, the contract included a brief account of the data collection methods in order to furnish both administrators and teachers with a preliminary view of the project. This account was expanded in another document with details about the actual implementation of each method during the investigation (Appendix "Outline Research Project"). Both documents were intended to facilitate the gradual disclosure of the research objectives, hence overcoming any feelings of distrust from the participants toward the investigation.

The contract for the research schedule would also take into account possible changes due to any unexpected academic or personal circumstances – e.g., field trips and other professional duties, illnesses, etc. – that might affect the original schedule. In these cases, the researcher would contact both the administrator and the teacher in order to discuss their formal agreement to the changes in the new contract. Finally, the contract would also allow for the possibility of withdrawals from the study in certain circumstances such as problems related to the confidentiality and anonymity of the data.

Confidentiality and anonymity

The measures to guard the institutions' and individuals' right to remain anonymous were to be observed both during the research and after its conclusion. The contract for the confidentiality of the data would follow the same procedures as those described for the schedule, and contain terms addressing the protection of the name and title of the teachers, the name of the schools, and the availability of the researcher should any difficulties arise concerning the confidentiality and anonymity of the data (see Appendix "Contract – Confidentiality"). The identity of teachers and research sites was preserved by using letters instead of proper names – e.g., School A, Principal A, Teacher A, Course A, Classroom A – in any sort of data-gathering instruments, interviews, and classroom observations. These letters did not have any relation to the name or the title of the participants, and were used at all times during and after the collection of the data, as well as in any materials derived from the investigation.

Besides considering the issues of confidentiality and anonymity, the research project also attempted to preserve the participants' sense of privacy. They "should not be required to reveal any more about themselves and their lives than they wish to (...). In every instance where the subject's viewpoint could differ from the experimenter's as to what constitute privacy, it is the subject's viewpoint which should prevail" (TESOL Research Committee, 1980:385-386). Finally, the confidentiality contract made a specific reference to circumstances in which its terms might be compromised unintentionally (Spradley, 1979). In these cases, the research project would be postponed until the circumstances causing the setback could be resolved, or discontinued if it were not possible to overcome the above circumstances. Further information about confidentiality and anonymity has been included in the preliminary description for the methods and/or in the section(s) devoted to the analysis of the data obtained (e.g., not taking notes the first day of classes to avoid feelings of distrust, etc.).

Presentation of the research objectives

As mentioned in the discussion on the schedule, the research objectives would be introduced to the participants gradually, "in a process of unfolding rather than a once-and-for-all declaration" (Spradley, 1979:36), in order to:

- address the participants' right to know the aims of the investigation,
- avoid misunderstandings based on lack of familiarity with the field of study, and
- maintain a balance between the right to know and the negative effects that an excess of information might have on the quality of the data.

Specifically, the participants would be informed at the beginning that the project dealt with the teachers' perspectives on the social and personal dimensions involved in L2 classroom interaction. Later in the investigation, the researcher would communicate further details to the participants about the purposes of the research, again combining their right to know with precautions seeking to assure good quality data.

Another relevant dimension within the presentation of the research objectives had to do with the students in the classes under observation. Even though they were not considered a main focus of the investigation, their role as participants in the classroom setting would imply the desirability of accommodating them to the presence of an outsider through some sort of explanation. In this respect, I left the introduction of the research objectives to the students to the teachers' discretion, in order to avoid any interference in their rapport with the students.

Finally, the research objectives involved rewards for participating in the project. Besides furnishing the teachers with any materials resulting from the investigation, the document "Outline Research Project" included a list of possible rewards: presentations based on the results of the study or any other area of interest for both participants and researcher, cooperative projects between the school(s) and the institution where the researcher works, teacher training workshops, etc. (see Appendix "Outline Research Project").

5. Data analysis and discussion

The collection of data began at the end of August 1997 and finished at the beginning of June 1998 (see Appendix "Data Collection and Analysis – Schedule"). I observed a total of 62 lessons – once per week for each teacher – during the first 15 weeks of instruction:

Teacher A (Spanish II)	13 lessons
Teacher B (Spanish II)	11 lessons
Teacher C (Spanish I)	12 lessons
Teacher D (Spanish III)	10 lessons
Teacher E (Spanish I)	11 lessons
Total number of observations (excluding first round)	57 lessons

The introduction to the following chapters provides further details about (a) the procedures used in the analysis of data, and (b) the academic, personal, and technical circumstances that affected the process of data collection and analysis.

5.1. Background description

The first part of the background description was organized around three major domains based on several bibliographical sources:

Characteristics of public and private education in the US. at the secondary and higher levels.	Reference materials and general education textbooks (Encyclopedia Americana, 1987; Armstrong and Savage, 1998; Callahan et al, 1998)
Teaching and learning foreign languages in the US: Figures and trends.	Statistical abstracts and bibliographical sources (Draper and Hicks, 1996; Oxford, 1998; Schulz, 1998; Rhodes and Branaman, 1999)
The socio-economic context for the schools under analysis.	Reference materials and statistical abstracts (1996 Pennsylvania Abstract; 1998 Statistical Abstract of the U.S.)

The description of the above domains may be considered as an introduction to the chapter, which is divided into the following sections:

- The institutional context: school, Spanish program, and teaching materials.
- The teachers: initial contact, educational and professional background, and presentation of the research objectives.
- Researcher stance: relationship between the teachers and the researcher during the investigation.

Individual reports on each school were prepared for the three subsections in "The institutional context" and the two first subsections in "The teachers." The full version of some reports was included in the appendices due to their length ("Background – Schools," "Background – Teaching materials," and "Background – Contact with Teachers").

Secondary and higher education in the U.S.

Some salient features of the American system of education are:

- The absence of a national administration.
- Each of the 50 states controlling and directing its own school system.
- A single educational ladder by which a pupil may advance from one school level to another.
- The absence of fees in elementary and secondary education and, in some cases, in higher education.
- The separation of church and state in educational affairs.
- Compulsory school attendance, often until the age of 16.

The federal government has a cabinet-level Department of Education for the purpose of collecting educational statistics, conducting various kinds of surveys and issuing reports, advising state and local school authorities (upon invitation), and supervising the expenditure of certain funds as specified by law. Most states direct their schools by means of a central board of education that is made up of lay people, but the administrative work is under the direction of an elected or appointed school district superintendent or commissioner. S/he is aided by a staff of principals, supervisors and

specialists, and often sets up and enforces standards for curriculum, attendance, and the qualifications and efficiency of teachers. Local, especially urban, areas may be allowed their own criteria, but these must meet the minimum state requirements. Private schools usually have a measure of freedom in choosing their teachers and textbooks and in planning their curricula, but they are usually obliged to meet standards set by the states.

Public schools are financed by state and local authorities, generally with funds from property taxes. Also, the schools have traditionally received federal aid for special purposes such as vocational training and lunches. In each community or rural area there is a school board, elected or appointed, which chooses the superintendent, controls educational policy, and performs other designated functions. Larger cities generally have a staff of specialists, supervisors, and assistants to help the superintendent administer school affairs.

Many school systems have public kindergarten, but formal schooling as a rule begins at the age of 6 or 7. The traditional organization is an eight-year elementary school followed by a four-year high school – commonly known as the "K-12" sequence – although some school districts now have an intermediate, or middle, school for grades 7 and 8:

Grade	Age	Grade	Age
Grade 1	6/7	Grade 7	12/13
Grade 2	7/8	Grade 8	13/14
Grade 3	8/9	Grade 9	14/15
Grade 4	9/10	Grade 10	15/16
Grade 5	10/11	Grade 11	16/17
Grade 6	11/12	Grade 12	17/18

Private and public institutions that offer education beyond the high school or preparatory school level include universities, 4-year colleges, separately organized professional schools, and junior colleges. A junior college – often called a "community" college – offers 2-year programs of study and does not award bachelor's or professional degrees. A college offers 4-year programs leading to the bachelor's degree. Colleges stress general undergraduate education in the liberal arts (e.g., language, philosophy, history, literature,

etc.) and the sciences, though some award advanced degrees in a limited number of fields. Universities enroll large numbers of undergraduates, but they tend to emphasize graduate instruction and research.

Characteristics of secondary education

A secondary school is any teaching institution that has students in some combination of what traditionally is known as grades 7 through 12. Academic years may vary depending on different factors at the state, district or even school level, but in general most schools operate from late August or early September, until late May or mid-June. Regardless of the above differences, for both teachers and students in the USA the school year lasts approximately 180 days.

The school day usually begins at about 8:00 am, and lasts until about 3:00 pm. The first and last periods of the day are scheduled with classes that are optional for students; those periods are often called "0 periods". District and state laws vary, but teachers are usually expected to be in the classroom no less than 15 minutes prior to the start of school and to remain there no less than 15 minutes after the dismissal of students. A school day may consist of six or seven periods, each lasting 45 to 60 minutes. One of these periods is a preparation period, also referred to as "conference," "planning," or "free" period. This schedule includes teaching three of four classes before lunch and three of four following lunch. When a teacher's preparation period falls during either the first or the final period of the day – or just before or after lunch – the teacher is still expected to be present on the school in order to be available for conferences with students, parents, guardians, counselors, other teachers, or administrators.

Many high schools are organized on the basis of the assessed academic ability of students. For instance, a school may provide one sequence for honors students, a second sequence for college-preparatory students, a third sequence for general students, and a fourth sequence for academically slower or seemingly unmotivated students. These sequences – often called "tracks" – may differ from one another in difficulty and

complexity of subject content, rate of student progress, and methods of instruction. A large, comprehensive secondary school may offer as many as 150 to 200 separate subjects. Smaller institutions, some with enrollments as low as 100 to 200 pupils, cannot offer more than 30 to 50 subjects. High schools in the middle range of enrollments (300 to 800) usually have all the basic courses in each subject area, but few of the specialized courses of an advanced or vocational nature. Senior high schools serving large numbers of students who plan to enter college often have few courses in the practical arts or in vocational subjects. Some schools also offer advanced courses in foreign languages, mathematics or science – commonly known as "advanced placement" classes – to students with a satisfactory academic standing.

Characteristics of higher education

College and university programs range in length from a few weeks to a dozen years, and in level from introductory courses in any subject to independent research under the supervision of specialists. Programs can be divided into the broad categories of undergraduate and graduate studies. The term "graduate" is traditionally used to designate studies that are beyond the bachelor's or first professional degree and that are devoted to the advancement as well as the application of knowledge. Although scores of different graduate degrees are awarded, the masters of arts (M.A.) and the doctor of philosophy (Ph.D.) are the most widespread. A wide variety of courses fall under the heading "undergraduate" programs.

Public colleges and universities can be divided into those under state, municipal, and federal jurisdiction. The federal government has direct control over only a few schools such as the service academies. All other public institutions and all private ones are subject to state laws. Private colleges are financed by tuition and fees, gifts from individuals, business, and foundations, endowment earnings, and certain governmental appropriations. The relative amount of support from these sources varies among institutions and from time to time.

The management of colleges and universities in the USA is customarily by a board of trustees – also called "regents" or "directors". The members are usually informed lay people, chiefly in the fields of law, finance, industry, and (in church-related colleges) the ministry. Within the limits of the charter and such general state laws as may apply, the board of trustees generally has complete power to manage the institution as it sees fit. In practice, the board nearly always delegates most of its executive functions to one or more full-time administrative officers whom it selects. The title of the chief administrative is president – or "chancellor" – usually assisted by one or more vice presidents and a staff of administrative assistants – provost, deans, etc. The organization of liberal arts colleges below the level of dean is less complex than that of larger universities, and consists of the chairman or head of subject departments, and faculty members at different levels: professor, associate professor, assistant professor, and instructor or lecturer.

The completion of the curriculum for the bachelor's degree in liberal arts colleges typically requires four years, each divided into two semesters. Some institutions use a trimester system, generally scheduled as fall, spring, and summer terms. Students normally take four or five subjects concurrently in each term, and one unit of credit is granted for each course (or semester) hour per week. A normal schedule consists of 15 or 16 hours of lecture or discussion classes each week. Required subjects in a liberal arts curriculum generally include, in the first two years, English composition, foreign language, literature, mathematics, social science, and science. These courses are often supplemented by survey courses giving a broad perspective of the major fields of human knowledge. Toward the end of the second year, students are expected to select their field of concentration, of "major". With the aid of a faculty adviser they plan a suitable program of study in their major, and often one or more "minor" concentrations outside their major field.

Teaching and learning foreign languages in the U.S.

This thesis focuses on foreign language education in (a) private and public schools – with emphasis on secondary schools – and (b) colleges and universities. In 1987 the Center for Applied Linguistics (CAL) carried out its first national survey on K-12 foreign language

education in elementary and secondary schools across the USA. This survey was replicated in 1997 in order to analyze the current patterns and shifts in foreign language enrollment, languages and programs offered, curricula, teaching methodologies, teacher qualifications and training, and reactions to national reform issues (Rhodes and Branaman, 1999). The findings of this survey include a slight increase in foreign language instruction in elementary schools, and a fairly stable situation in high schools. In addition, Spanish has become the most commonly offered language in both levels, while French and German exhibit a rather sharp decrease (see a fuller account in Appendix "Background – FLE in American Schools").

Another survey, conducted in 1994 by the American Council on the Teaching of Foreign Languages (Draper and Hicks, 1996) in public secondary schools, provides further information about language enrollments by state, language, and level of instruction, as well as a review of enrollments from 1890 to the present. The figures for the state of Pennsylvania are somewhat lower than the national averages:

	Grades 7-8	Grades 9-12	Grades 7-12
Pennsylvania	12.44 %	40.06%	33.22%
Total USA	16.21%	42.22%	33.04%

In the high schools participating in this study – offering only Spanish and French – the estimated percentage of students enrolled in foreign languages classes in grades 7-12 for the academic course 1997-1998 was:

	School A	School B	School C	School D
Spanish	25%	25%	14%	31%
French	4%	1%	3%	12%
Total	29%	26%	17%	43%

In the Fall semester of 1997, the estimated percentage of students taking foreign languages in the college involved in the study was:

French	German	Russian	Spanish	Total
5%	3%	1%	10%	19%

An enrollment survey conducted in 1996 by the Modern Language Association of North America – with data from 2,399 institutions of higher education – found that 1,138,772 students were taking foreign languages in 1995. Of that number, 53% were enrolled in Spanish classes, an increase of 8% since the previous survey in 1990. Enrollments in French and German, once the most popular foreign languages, now trail Spanish significantly. The sharpest drop was in Russian, where registration fell 44.6% in 5 years:

	1990	1995		1990	1995
Arabic	0.3%	0.4%	Japanese	3.9%	3.9%
Chinese	1.6%	2.3%	Latin	2.4%	2.3%
French	23.0%	18.0%	Portuguese	0.5%	0.6%
German	11.3%	8.5%	Russian	3.8%	2.2%
Ancient Greek	1.4%	1.4%	Spanish	45.1%	53.2%
Hebrew	1.1%	1.2%	Other	1.5%	2.2%
Italian	4.2%	3.8%	Total	100%	100%

The survey outlines several factors affecting the popularity of Spanish in foreign language education at colleges and universities, for example, the higher number of Hispanic students enrolling in college and taking Spanish classes, and the growing feeling that proficiency in Spanish will give college students in general an edge in the job market. In response to student demands and budget reductions, foreign language departments are considering new ways to review and revitalize undergraduate foreign language instruction, such as developing specific language programs for business and engineering students, offering more courses in Asian languages, increasing the use of technology in language instruction, establishing programs in applied areas of language and linguistics such as translation, forensic linguistics, etc. A different approach is to offer appropriate counseling to steer

students toward the most beneficial language program for them, so that learning a foreign language becomes a meaningful experience rather than merely a required subject in college or university education.

Socio-economic characteristics of County Z

A county is the largest territorial division for local government within a state of the USA. The four high schools – three public and one private – and the private college of liberal arts that participated in this study are located in one of the 67 counties in Pennsylvania – called "County Z" for confidentiality purposes in this study.

County Z is rural with a population density of 49.4/square mile. It has experienced consistent but moderate population growth over the past twenty years, as shown in the following table:

Population	1970	1980	1990	1994	Percent change 1990-1994
USA	203,392,000	226,546,000	248,765,000	260,602,000	0.97
Pennsylvania	11,766,000	11,864,000	11,881,000	12,043,000	1.4
County Z	39,108	42,253	44,164	44,530 (1)	0.8
Borough Schools A/E	6,987	7,042	6,843	7,007	2.4
Borough School B	495	435	411	418	1.7
Borough School C	3,662	3,101	2,878	2,713	-5.7
Borough School D	115	121	109	96	-11.9

(1) Estimate based on 1990 Census for County Z.

The following tables display information about the distribution of population (in percent) by: (a) age, (b) race and Hispanic origin, and (c) educational attainment of persons age 25 and older. The figures are based on the 1990 Census.

Age	0-4	5-17	18-59	60-64	65 +
USA	7.5	18.16	57.53	4.27	12.49
Pennsylvania	6.7	16.8	56.0	5.1	15.4
County Z	6.3	17.2	57.8	5.2	13.5
Borough A/E	5.5	14.1	58.0	5.3	17.2
Borough B	3.9	23.8	53.5	4.9	13.9
Borough C	6.8	17.7	49.7	6.4	19.5
Borough D	4.6	15.6	56.0	4.6	19.3

Race	White	Black	Other	Hispanic (1)
USA	83.9	12.3	3.8	9.0
Pennsylvania	88.5	9.2	2.3	2.0
County Z	95.1	4.5	0.4	0.4
Borough A/E	97.3	2.0	0.7	0.5
Borough B	99.0	-	1.0	-
Borough C	88.2	11.2	0.7	0.3
Borough D	100.0	-	-	-

(1) Persons of Hispanic origin may be of any race.

Educational attainment	Less than high school graduate	High school graduate (1)	Earned BA	Professional or graduate degree
USA (2)	17.9	58.3	16.0	7.8
Pennsylvania	25.3	50.2	17.9	6.6
County Z	28.8	58.2	9.4	3.6
Borough A/E	22.5	53.6	17.2	6.7
Borough B	26.5	52.3	14.8	6.4
Borough C	34.9	57.0	7.0	1.1
Borough D	34.4	18.9	30.0	16.7

(1) Includes categories "Some college, but not degree", and "associate's degree" . (2) Estimate for 1997.

According to the 1990 Census, approximately 70% of the workforce of 17,185 both lives and works in County Z. While tourism is a major industry, the county has a high proportion of its workers employed in government and manufacturing. The Pennsylvania Department of Labor and Industry lists the largest employment categories (1991) as: services, 22.9%; government, 22.7%; manufacturing, 21.2%, retail, 15.3%. The tables below provide information about: (a) median income of household – all persons who occupy a "housing unit" – and (b) employment status.

Median income	Household (1989)
USA	29,943
Pennsylvania	29.069
County Z	23,067
Borough A/E	21,095
Borough B	22,031
Borough C	16,067
Borough D	19,688

Employment status	Employed	Unemployed	Not in Labor Force
USA	62.8	5.6	35.2
Pennsylvania	58.4	7.4	37.75
County Z	49.8	8.2	46
Borough A/E	52.7	6.0	44.3
Borough B	55.9	8.7	37.7
Borough C	47.95	8.9	47.6
Borough D	57.8	12.1	36.25

Some significant aspects of the figures provided for the country, the state, and the boroughs within County Z may be:

- Decreasing population in Boroughs C and D.
- Larger size of age groups 5-17 in Borough B, and 65+ in Boroughs C and D.
- Racial homogeneity of all the boroughs – except Borough C.

- Higher percentage of population with less that high school diploma, and varying percentages in the other categories.
- Lower median income.
- Higher rate of unemployment – except Borough A/E.

The population increase and lower unemployment rate in Borough A/E could be associated with a professional community working for the liberal-arts college, hospital, court house, prison system, etc., although this did not seem to entail a higher median income. The economic resources of Borough B were based on small farming corporations and one middle-size company of office supplies. On the other hand, the decrease of population in Boroughs C and D could have been the result of a recent shutdown of middle-size companies and the emigration to nearby urban areas, respectively. Racial homogeneity was a common characteristic except for Borough C, which exhibited a noticeable larger percentage of African-American population in comparison with the other boroughs – but similar to the national percentage. Finally, the contrast between the level of educational attainment – beyond high school degree – in Borough D and the other communities could be related to the high number of inhabitants holding teaching or administrative positions in School D. These comments derive from my analysis of the above figures and the information provided by the school administration prior to my contact with the teachers. In this respect, the only seeming contradiction between these sources concerned the size of the African-American community in Borough C, which the administrator described as a misconception held in other parts of County Z.

5.1.1. The institutional context

Schools A, B, and C are public institutions that belong to three of the four school districts of County Z. School D is a private high school, and School E is a private 4-year college of liberal arts. The following table shows the enrollments in the four school districts, the private high school – grades 7-12 – and the college for the academic year 1994-1995.

School district / School	Enrollment
School A	1,129
School B	472
School C	810
School Y	638
School D	160
School E	1,065

This section begins with an account of the procedures – written and technical – followed in order to:

- establish contact with the principals,
- gather information about the Spanish program in each school, and
- examine the teaching materials employed in the courses under analysis.

The schools

The selection of schools and teachers for this study was based on three criteria. In the first place, I needed to conduct research in institutions located within a reasonable distance from my job, where I would be teaching three days per week – Monday, Wednesday, and Friday – supervising student teachers, carrying out administrative duties, and keeping office hours. Less essential, the second criterion had to do with the personal and professional characteristics of the teachers engaged in the investigation. My initial aim was to contact teachers with different backgrounds, in order to gather data from a variety of classroom cultures. The third and perhaps most practical factor would be the availability and interest of the people whom I would contact.

Keeping in mind the above criteria, and my unfamiliarity with the schools in the area and the American system of public education, I first contacted a colleague in the Education Department of my institution. This professor conducted courses on Secondary Education, and was in charge of supervising students seeking certification in Social Sciences and

Foreign Languages. For this reason, he had kept over the years a working relation with teachers and administrators in the school districts of County Z. The first meeting with my colleague took place at the end of January 1997. First, I gave him an overview of the pilot project conducted the previous year. Next, I summarized the objectives for this investigation as outlined in the materials for teachers and administrators that I had prepared in advance. The folder of preliminary materials consisted of the following documents:

- "Outline of Research Project"
- "Contract – Schedule and Outline"
- "Contract – Confidentiality"
- Samples of contracts used in the pilot project
- Copy of confidentiality contract signed by my supervisors
- Business card

In mid February, I sent letters of introduction to the principals of six high schools – one outside County Z – and the Chair of the Foreign Languages Department in the college. The purpose of contacting more schools was to assure the minimum number needed (5), should any of the initial seven refuse to be involved in the project. The letter began with a personal introduction, followed by brief outline of the project and a request for a meeting to provide the principals with further details about the study (see Appendix "Background – Letter Introduction).

I was able to contact the six principals by telephone within a week. The content of the calls was largely the same as in the letter. I first introduced myself, and then informed the administrators about my interest in carrying out research on a Spanish classroom subject to their approval and the teacher's permission. Finally, I repeated my request for a meeting at their convenience, so that I could furnish them with specific information about the project, and samples of the confidentiality documents. At this point, the principal of School Y refused to participate in the study, adducing lack of interest in the idea and excess of work in his school. Three principals were willing to meet with me to discuss their involvement in the project, and two gave me permission to talk to the Spanish

teachers directly. (After expressing her interest at first, one of these teachers did not return my calls before the beginning of the academic year.)

The Appendix "Background – Contact Principals" includes individual reports on the development of my conversations and meetings with the administrators. The three interviews – approx. 35-50 min. – with the principals of Schools A and B, and the custodian of School C (i.e., person in charge of school maintenance and security) followed a similar sequence:

- Communication in advance about the use of a tape recorder.
- Time and location based on the administrators' convenience.
- Request for permission to turn on the tape recorder.
- Questions about the school (see Appendix "Background – Checklist")
- Signing the contracts for the schedule and confidentiality.
- Discussion about possible compensations for the school and the teacher.

As mentioned earlier, a common characteristic for all the schools is their small size, in part due to the low population density of County Z. School A has more students, possibly because of its location in the largest borough. School B is the smallest of the three public schools in the study, and its students come mainly from surrounding boroughs and townships. Enrollments in School C have varied according to the significant changes in population experienced by the borough where it is located. The moderate increase of enrollments in the two private schools – D and E – in the last 10-15 years has not affected their status as small institutions, although in this case the origin of students is more diverse than in the public schools.

In general, the administrative organization of the five schools follows the patterns previously described for both secondary and higher education. The public centers have a board – 9-10 members, generally from the community – a superintendent, and one or more principals. School D exhibits a similar organization, with a larger board – 16 members, principally alumni and past parents – a director and a head of school. School E

has a more complex management, with a board of trustees consisting of 39 members – most of them alumni – a president, several vice presidents and deans, and a provost.

The brochures and handbooks that I collected – with the exception of School D – have references to the school's mission or general philosophy. These tend to emphasize (a) the connection between the school and the community, and (b) the maintenance of an educational environment where students can develop their personal, academic, and professional skills and interests. The mission statement of School E appears to be more focused on qualities related to a liberal education, i.e., general knowledge and intellectual capacities, as opposed to professional or vocational skills. These qualities should allow students "to realize their full potential as contributors to society, informed citizens, and caring and responsible adults." The brochures and handbooks also provide a number of guidelines concerning the rights and responsibilities of students – attendance, effort in academic work, mutual respect, etc. – as well as procedures to deal with different levels of misconduct – use of drugs and alcohol, sexual harassment, violence, etc.

As mentioned in the description of the system of secondary education, most American high schools have several academic sequences – "tracks" – to accommodate students with different abilities. To this end, the schools often have specialized staff who provide supervision and guidance to students with regard to their educational choices. Recent curricular changes in Schools A and C have placed more emphasis on options connected with the academic or professional contexts coming after secondary education – e.g., computer or technology education. The school now offers three tracks: (a) "accelerated" or "academic" – toward higher education – (b) "applied" or "vocational" – vocational education – and (c) "business." The main difference between the two schools appears to be the number of students following each track – in School A the most popular is the "academic," while School C exhibits a rather balanced enrollment for the three sequences. Schools B and D do not have the "business" option, and offer only two tracks: "college-prep" and "applied," and "A-level" and "B-level," respectively. (Information about enrollments for each sequence in these schools was not available.) Finally, the curriculum of School E is rather flexible, and students may design their own program of

studies after completing minimum curricular requirements in humanities, fine arts, natural sciences, etc. Most students seek degrees in fields such as biology, chemistry, pre-medicine, pre-dentistry, and environmental studies.

Student activities outside the regular work of the curriculum – extra-curricular activities – are a traditional part of the U.S. system of education at all levels, and may constitute a significant dimension of the students' educational and professional profile in the future. Some examples of these activities are: theater groups, radio stations, publications, athletics, student unions, religious groups, fraternities and sororities, honor societies (for superior students in specific academic disciplines), and class and alumni organizations (the individual reports provide further information about activities . If these activities take place during academic hours – often sport-related events – the students involved are usually given permission to leave the classroom after making specific arrangements with the teacher about their assignments.

The Spanish program

The data in this section came from (a) the meetings with the administrators – except Schools D and E – (b) the review of catalogues and handbooks, and (c) the three rounds of interviews with the teachers. I also included information based on my notes from the classroom observations and the research journal. My initial purpose was to gather information about the following items:

- Languages taught and overview of academic programs
- Student enrollment in foreign language courses
- Characteristics of the Spanish program

School A

The three teachers of foreign languages – two in Spanish and one in French – were part of the Department of Language Arts, which also offered classes in General English and English Literature. The sequence of courses in foreign languages consisted of four

levels, e.g., Spanish I, II, III, and IV. During the academic year 1997-1998, Teacher A was responsible for Spanish II, III, and IV, while the other Spanish teacher conducted Spanish I courses along with courses in General English. Until recently, the school also had a Latin program covering two years of instruction, with the possibility of an extension through individual work under the supervision of the teacher. Finally, students with a strong background in German had the opportunity to enroll on courses at the nearby college of liberal arts.

Most students taking foreign language courses followed the "accelerated" or academic track toward enrollment in colleges or universities. The courses were also open to students in the other tracks upon the approval of both the guidance counselor and the foreign language teacher. Students on the academic track completed at least two years of courses in the same foreign language – unless they preferred to fulfill this requirement later at the college or university level. According to the school administration, enrollments in foreign language courses had increased slightly between 1992 and 1997 due to the effort made by the teachers to attract and retain students within their courses. The total enrollment for the academic year 1997-1998 was 45-50 students in French (4% of total student population), and 275-280 in Spanish (25%). The length of class-time for all the foreign language courses was five 50-minute periods per week.

The curriculum of the Spanish program seemed to follow two major principles. First, the teachers follow a established foreign language curriculum or set of guidelines for the program mandated by the State Department of Education. However, the broad nature of these guidelines allowed both teachers to organize their instruction around more specific modules, often related to the sequence of contents set forth by the textbooks. Spanish I and Spanish II usually involved instruction with one textbook from beginning to end, while Spanish III and IV divided the same text into two parts. A larger number of text chapters or units were covered in Spanish III. Spanish IV also included work on other materials intended to review major grammatical items, and introduce topics in Hispanic literatures and cultures.

School B

School B used to offer courses in Spanish and French until 1996-1997, but French courses were discontinued afterwards because of low enrollment. In August 1997, the administration launched a distance learning French program in association with other school districts in Pennsylvania. During 1997-1998, 6-7 students attended a course in French taught from a different high school (1% of the total student population). The only Spanish teacher conducted courses at all levels – I, II, III, and IV – as well as lower-level courses in General English.

At least two years of courses in a foreign language were required for students within the "college-prep" or academic track. Students in the "applied" track could enroll these courses upon approval by the school guidance counselor and permission of the teacher. In 1997-1998 there were around 110-120 students taking Spanish (25% of total population). Due to the lower number of students in Spanish III and IV, the school decided to offer a combined course with both levels taught at the same time and room. The length of class-time for all the foreign language courses was five hours of instruction per week, equal to five periods of 45 min.

After her appointment in August of 1996, Teacher B seemed to have developed her own curriculum guidelines for the sequence of Spanish courses. For the academic year 1997-1998, she employed the same textbook for both Spanish I and II, and another textbook for Spanish III and IV. That organization was based on the teacher's belief that students in higher-level courses needed to reinforce their knowledge of basic grammar items and communicative functions. In the case of the course in this investigation – Spanish II – the teacher covered the first ten textbook chapters or units.

School C

School C offered two foreign languages –French and Spanish – taught by Teacher C at all levels (I, II, III, and IV). Latin was offered until the late 1970s, but it was canceled because of low enrollments. The school administration had recently encountered a few situations with minority students lacking proficiency in English, which were resolved

with individual instruction provided by Teacher C, and the assistance of the county educational services.

Courses in either French or Spanish were generally taken by students within the academic program, although students in the business or vocational tracks could enroll in them as an elective. In the academic program, students completed at least 2 years of the same foreign language, while the two following years (French and Spanish III and IV) were optional. During 1997-1998, there were around 20 students enrolled in French courses (3% of total student population), and 115-120 in Spanish (14%). The length of class-time for all the foreign language courses was five hours of instruction per week – 45-minute lessons.

The curriculum of both French and Spanish courses seemed to be mostly based on the teacher's criteria. She employs the same textbook for levels I and II, dividing it into 9 lessons for level I, and 7 for level II – this distribution was often dependent on the actual progress of each group. Spanish III and IV were courses taught through a combination of diverse pedagogic materials borrowed from different texts, and other literary and cultural resources. At these levels, courses had a lower enrollment, which usually allowed the teacher to adapt the curriculum to more specific needs or particular interests. On the other hand, the school had traditionally observed a policy by which two or more courses with a low enrollment may be put together into the same room and time – "combined" courses. This circumstance could also constitute a reason for the teacher's disposition to develop her own course materials.

School D

School D had a French teacher and a Spanish teacher conducting courses at all levels in the traditional sequence (I, II, III, and IV). Prior to enrollment in a advanced placement course, students needed to obtain approval from the administration, and the teachers' permission. As stated in the description provided by the school catalogue, the teachers of foreign languages "rely on an integrated learning system to provide beginning students with useful language skills by promoting maximum interaction. Reading, listening comprehension, writing, and an exploration of cultural elements are interwoven in each year of study."

Foreign language courses were taken by students within the two academic sequences. The Department of Foreign Languages encouraged students within the A-track to study a minimum of three years of the same language, and two in the case of students in the other track. The total foreign language enrollment for the academic year 1997-1998 was around 20 in French (12% of student body), and 50 in Spanish (31%). The length of class-time for all the foreign language courses was five hours of instruction per week, or five lessons of 45 minutes each. The official timetable mandated an intensive class period once per month with twice the regular duration (85-90 min).

For the 1997-1998 academic year, Teacher D established the following curriculum guidelines: an introductory textbook for students enrolled in Spanish I; a grammar book and a text combining communicative functions and culture for Spanish II; a combination of grammar and cultural materials for Spanish III, and a collection of literary texts for Spanish IV, the last part of the sequence. Teacher D did not seem to follow any mandated set of guidelines in the design and implementation of his courses.

School E

The Foreign Languages Department in School E offered POEs (i.e., academic programs of emphasis) in French, German, Russian, Spanish, and International Studies. There were two full-time instructors in the Spanish program, and one in each of the other languages. The Russian instructor was also responsible for the design and implementation of courses in International Studies, often in collaboration with faculty from other departments. Until the academic year 1997-1998, the department had received one-year visiting instructors from Germany, France, or Russia through the exchange institutions associated with the college. However, this program had been discontinued due to budget constraints.

The POE in each of the four major language areas was student-designed within department guidelines. Two options were available: a primary emphasis consisting of 45 credit-hours overall and at least one semester of study abroad in a country where the

target language is spoken; or a secondary emphasis consisting of 15 credit-hours beyond the intermediate level. The Department was accredited to train students seeking K-12 teaching certification. For students not seeking a major or minor specialization in foreign languages, enrollment on these courses could allow them to fulfill some of the minimum curricular requirements established by the college. Entering students with prior experience registered at the appropriate level on the basis of a diagnostic placement exam taken during summer orientation. The length of class-time for courses in the basic sequence was four hours of instruction per week – lessons of 55 min. The length for more advanced courses is three hours weekly, although some of them may also require active participation in activities sponsored by the Department – attendance and/or coordination of the Spanish Table, attendance to cultural events, etc.

The Spanish program had 18 courses structured in four different levels. The two 100-level courses and Spanish 210 made up the basic sequence. The same textbook was employed in the three initial courses following a division into five units for each of the first two levels, and four for Spanish 210. Both Spanish 110 and 120 emphasized "fundamentals of grammar, pronunciation, and language production. The development of skills in oral comprehension, speaking, writing, and reading are stressed." Spanish 210 focused on "more complex language structures completing the basic program," and the instruction of materials concerning Hispanic literatures and cultures. The courses beyond the basic sequence covered areas such as grammar, learning skills, history and culture, and literature. As the other language programs in the department, the Spanish section could also offer "Special Topics" courses, intended to provide advanced students with instruction in specific areas of interest.

Teaching materials

The data for this section came from three main sources: (a) the first round of interviews with the teachers, (b) classroom observations, and (c) examination of textbooks at the end of the period of observation. Additional information derived from annotations taken after having observed a lesson, or in the last phone conversation with some of the teachers.

The description is based on a common feature of the five courses involved in the study – the use of a textbook as the primary teaching resource. For this reason, the individual reports are divided into two parts: the first consists of a report on the textbooks for the courses under analysis, and the second accounts for any other relevant materials either mentioned by the teachers during our conversations, or employed during their instruction – activities borrowed or adapted from other sources, overhead transparencies, other people participating in the lessons, etc.

The examination of the textbooks was arranged under these headings:

- bibliographic information
- pedagogic philosophy or assumptions
- organization of content and skills
- kinds of learning activities
- other characteristics

I prepared the reports after the last interview, in order to avoid interference or biases relating to differing views that teachers and I might have had about the same materials during the observations and interviews. (As indicated in the introduction to this chapter, a full version of the individual reports appears in the Appendix "Background – Teaching Materials.")

The Spanish textbooks used by the teachers participating in this study were all published in the United States. The instructor's editions of these texts appear to share the following characteristics:

- A significant percentage of English, especially in the grammar explanations, and the directions for the activities. Translations from Spanish into English are also common in the presentation of vocabulary and expressions, and the description of cultural and social facts.
- The inclusion of annotations in the margins with suggestions for presentation of grammar structures, implementation of exercises and activities, answers to activities, variations and follow-ups, etc.

- A variety of complementary materials: overhead transparencies, cassette or compact disc program, workbook, test package, video and video guide, instructor's resource kit, multimedia program, etc.

In the introduction or preface to the texts, the authors seem to emphasize features such as (a) flexibility, based on a wide range of exercises and activities; (b) opportunities for students to speak, read, write, and listen to Spanish, and (c) development of communicative competence through the interaction between the classroom participants. None of the texts mentions a specific approach or method as a definite point of reference for the organizational mode or the overall program philosophy. Rather, some of them define their materials as a result of a combination of teaching techniques and strategies, intended to promote "functional communicative proficiency," "communicative competency and proficiency, or "cultural and communicative competence."

During my observations, the five teachers appeared to rely on their respective textbooks as the basic teaching resource in their instruction, and their lessons displayed the above features to varying degrees. Teacher A often provided grammar explanations and lists of vocabulary arranged according to his own criteria, and then had students work on activities from the student text and the workbook. He also incorporated games to help students memorize the vocabulary lists, such as "bingo," "dos grupos" ('two groups'), and "ganar, perder y dibujar" ('win, lose, and draw'). Teachers B and C employed the same textbook, and both tended to follow its organization of content and activities quite closely. In several lessons, Teacher B introduced other materials generally intended to reinforce the cultural component of the course – maps, dolls, pictures, presentations given by native speakers, etc. Teacher C complemented her instruction based on the text with occasional activities based on self-made cards for students to perform dialogues in small groups. At first, Teacher D developed most of his instruction according to the sequence and activities of the two books required for the course – *Spanish for Communication* and *Practical Spanish Grammar*. However, this pattern changed after his decision to discard the grammar text halfway through the period of observation: he then started combining explanations and activities from the textbook with dialogues or sets of personal questions

based on his own ideas. Teacher E also tended to employ the textbook as the essential component of his instruction, especially with regard to the practice of the grammatical or lexical content. Variations in these activities were commonly related to the arrangement of the class in pairs or small groups, and occasionally to follow-up activities in which students would share information gathered in their group with the whole class. In addition, Teacher E often used transparencies and listening activities from the ancillary components of the textbook program, and played songs in Spanish with a guitar.

5.1.2. The teachers

My criteria for the selection of research sites were: (a) the physical proximity of the teaching institutions to my workplace, (b) the personal and professional characteristics of the teachers, and (c) the interest in the investigation from both schools and teachers. I was able to carry out the observations in schools located no farther than 25-30 min. by car from my institution, on days on which I was not teaching. The exception was Course E, which met every Friday right after one of my classes. Because of the constraints of my teaching schedule, I was initially compelled to consider the characteristics of the teachers as a secondary factor. However, that circumstance turned out to be positive for the purposes of my investigation, because the teachers who agreed to participate in the project exhibited quite different profiles, as summarized below:

- Teacher A was a male in his late 20's, with a B.A. in Spanish, and 6 years of teaching experience – 5 in School A.

- Teacher B was a female in her mid 40's, with an M.A. in Spanish in progress, and approx. 15 years of teaching experience in several academic and learning contexts – 1 year in School B.

- Teacher C was a female in her mid 50's, with a B.A. in French and Spanish, and about 30 years of teaching experience – most of them in School C.

- Teacher D was a male in his early 40's, with an M.A. in Museology and Elementary Education, and 2 years of teaching experience – both in School D.

- Teacher E was a male in his late 30's, with a Ph.D. in Spanish, and approx. 15 years of teaching experience – 6 in School E.

Initial contact with the teachers

The initial contact with the teachers was based on the following procedures:

- Wait for permission from the school administration (mid March-end April).
- Arrange the first meeting at a convenient time and venue for the teachers (mid March-end April).
- Use the first meeting to establish rapport, clarify any questions or concerns about the preliminary materials, and review the content of the contracts for the research schedule and confidentiality (end March-beginning May).
- Telephone to make arrangements concerning the courses to be observed, and the date for the first interview (beginning/mid August).
- Hold the first interview before the period of observations (end August-beginning September).

In general, I did not have any difficulty in arranging the first meeting, nor did the teachers hesitate to furnish me with their home telephone numbers, should I need to contact them there. The encounters with Teachers A and C were at first mainly focused on the purposes and characteristics of my project, and afterwards moved on other matters, such as my personal background. On the other hand, the meetings with Teachers B, D, and E did not follow the same sequence, and the subject of my project came up at different stages during the conversations, which also included other personal and professional matters. All the teachers appeared quite keen to participate in the project – which I described according to the document "Outline Research Project" – either because of their interest in the progress of my academic career – Teachers A, C, and E – the possible benefits for their own professional development – Teacher D – or the possibility of sharing activities and other teaching materials – Teacher B. As described in the individual

reports (see Appendix "Background – Contact Teachers"), I was a little concerned about Teacher B's desire to establish this kind of interaction during the investigation, because it might affect my initial purpose of maintaining a relationship of equality between the participants and myself.

Educational and professional background of the teachers

General information about the educational and professional background of the teachers in the first interview. I asked more specific questions at the beginning of the second interview, in order to either complete the description or clarify doubts.

Teacher A

After graduating from a high school in his hometown, Teacher A pursued a B.A. in Spanish/Secondary Education from Penn State University at State College, a large public university located in Central Pennsylvania. He attended this university for 5 years (1986-1987 to 1990-1991). During this time, he spent a year as an exchange student in the University of Salamanca, Spain. He also participated in two summer study programs sponsored by another university in Pennsylvania. These programs were also conducted in Spain for a period of six weeks – three in Valencia and three in Granada. Finally, he had taken several courses in Education in order to complete the 24 credit hours needed to receive permanent teaching certification from the state.

Teacher A began teaching right after obtaining his university degree, and his first post was in a high school located in Delaware, a state south of Pennsylvania. He worked there for a year, and came back to this area when he learned of an opening in School A. He had worked in this school since then – a total of 5 years until 1997-1998. Even though he had taught Spanish at all levels, his area of responsibility in School A were the higher-level courses – Spanish II, III, and IV. In the first four years of his tenure, Teacher A conducted 5 courses per year, but recent higher enrollments in Spanish forced him to increase his load to 6 per year, usually divided into three classes, a planning period followed by lunch, and three more classes.

Teacher B

Teacher B obtained a B.A. degree in Spanish from a university in Pennsylvania around 15 years ago. She spent three months taking courses in a Spanish city as part of her degree requirements. That experience allowed her to travel around the country, and to visit cities such as Sevilla, Córdoba, Toledo, and Barcelona. Later trips to Mexico (2) and Spain (4) were shorter than her study abroad requirement at the university. Prior this investigation, Teacher B had taken three M.A. courses as a part-time student in the Department of Spanish and Portuguese at Penn State University-State College. She was not going to be able to take any graduate courses during the first part of the year 1997-1998 because of her new position as a full-time teacher. During the last four years, she had also attended workshops on teaching foreign languages conducted at Shippensburg University – another public university in the area with programs in general education and teacher training.

After graduating from college, Teacher B conducted Spanish I and II courses in a private Catholic school for almost 8 years. She had also taught Spanish for adults working for a private company with a branch in Mexico. In addition, she had done individual tutoring and taught Spanish to younger children on an informal basis. She started working as a part-time substitute in School B in 1996-1997, and was appointed to full-time status after the previous teacher left. In that year, her teaching load had been six courses, and in 1997-1998 she was in charge of seven courses, two of English for 10-grade students, and five of Spanish at all levels, including a combined section with Spanish III and IV.

Teacher C

Born and raised in Borough C, this teacher graduated from School C in 1960, and went on to pursue a degree in Spanish/Secondary Education – with a French minor – in Indiana State University, now Indiana University of Pennsylvania. When Teacher C attended this institution, it was one of the 16 state colleges that dealt only with teachers. After her university degree, she took a number of courses in Education until she obtained a total of 24 credit hours, the state requirement for teachers who seek

permanent certification. She completed these courses in Shippensburg University, located at approx. 45-50 min. from School C. As for her travel experience, Teacher C had been five times to Paris, once to Valencia (Spain), and once to Venezuela. The length of these trips varied from one week to a month.

Her teaching experience began right after graduating from Indiana State University in School C, where she taught for a period of 5 years. At first, she only conducted Spanish courses, but when the school decided to introduce a French program, she started teaching first-year courses, and gradually got more involved with this program. At the end of her fifth year, she resigned from her post in order to spend more time with her children. She resumed her career a few years later as a substitute teacher in School C and another high school in County Z. Two years later, she was appointed as a part-time French teacher in School C, where she conducted 2-3 courses annually for the next 22 years. In 1992-1993, the Spanish teacher retired, and Teacher C became the only full-time teacher of both languages. In 1997-1998, she was going to conduct the following courses: Spanish I (2), Spanish II (2), French I (1), and a combination of French II with Spanish III.

Teacher D

Teacher D was born in the USA of a North American mother and a Spanish father. His family moved to Madrid, Spain, when he was 9, and there he attended an American school for a year and a Spanish school for two years. He did not speak Spanish before moving to Spain, and it was in Madrid where he started learning it, mostly in an informal manner through interacting with other children. Teacher D resumed his education in a high school in New York four years later, where he took only one advanced course on Spanish literature. During his undergraduate studies, he took another Spanish literature class, and briefly taught a conversation class. His B.A. degree was in Anthropology (1988), and his M.A. in Museum Education and Childhood Education – from the Bank Street College of Education in New York City (1992). He had spent a number of summers in Spain, visiting his family and friends.

Teacher D began teaching Spanish for personal reasons. In 1994, he and his wife decided to leave New York and move to an area where they could live in the country. Once in Central Pennsylvania, he sent his curriculum to a number of museums and schools, including a reference to his knowledge of Spanish as a near native speaker. This eventually became the reason for which School D hired him in 1995-1996 as the replacement for the retiring Spanish teacher. Since then, Teacher D attended a few workshops on foreign language teaching techniques and ideas for learning activities. As the only Spanish teacher in the school, in 1997-1998 he was going to conduct courses at all levels: Spanish I (2), Spanish II (1), Spanish III (1), and Spanish IV (1)

Teacher E

Teacher E was born in a small town in upstate New York. For his undergraduate education, he attended the State University of New York (SUNY) at Cortland, a public institution in the area. Initially, his intention was to obtain a degree in Music, with a secondary emphasis on Spanish. However, he changed this orientation after one semester as an exchange student in Salamanca, Spain, and eventually obtained a degree in Spanish and Secondary Education. The following decision involved his interest in teaching in institutions of higher education. In 1981 he began an M.A. in Spanish literature at the University of Texas-Austin. As part of the requirements for this degree, he also took a course dealing with teaching methodology. Next, he spent two years gathering practical experience both in the USA and in Costa Rica, where he taught Spanish and English. Then, he went back to Austin, from where he graduated with a Ph.D. in Spanish literature in 1989. Besides one year in Costa Rica, Teacher E had traveled to a number of Spanish-speaking countries: Puerto Rico (three weeks), Costa Rica (a month), Ecuador (six months), Spain (six months), Perú, Bolivia, México, etc.

Besides his experience in Costa Rica and his post as a teaching assistant while completing his M.A. and Ph.D. degrees, Teacher E had taught Spanish courses for a semester at SUNY-Cortland, Old Dominion University, Virginia (two years as an Assistant Professor), and School E from 1992 to the present. He obtained his tenure and

was appointed Associate Professor in 1995-1996. During Fall 1997, Teacher E was going to teach three courses at different levels, among them Spanish 110.

Presentation of the research objectives

Previous sections have outlined the initial contacts with administrators and teachers, and the process of distribution and description of the preliminary materials. This section focuses on the confidentiality and anonymity of the data, and the presentation of the research objectives at different levels.

Only Teacher A had specific questions about confidentiality during our first meeting and the first interview. These questions dealt with (a) the procedures to preserve his identity during my observations, and (b) the possible future uses of the data. He also referred to the confidentiality of the recorded conversations in the classroom at the end of Lesson 13. In general, my answers to these concerns drew upon the guidelines established in the preparation of the data collection methods – e.g., using letters instead of names, requesting permission prior publication of data, etc. The other teachers appeared to be satisfied after reviewing the preliminary materials, and did not have any specific query about them. During the investigation, there were a few instances in which the subject of confidentiality came up. For example, after mentioning some of the problems that teachers in public education are confronted to, Teacher C half-jokingly requested that I "erase that from your tape when you're all done with this project" (second interview). In these cases, I reminded the teachers about the confidential nature of the content of our conversations.

With one exception, all the teachers and the administrators involved in the study signed the contracts before the first round of interviews. In the case of School D, the documents were signed after the first observation because (a) I did not have a chance to meet the principal, and (b) I failed to understand the dates that Teacher D gave me for the beginning of their academic year during our phone conversation in August. The teachers did not seem too concerned about the objectives of the project beyond my explanations in our first meeting, nor during the three rounds of interviews. Teacher E, perhaps because

of our regular interaction as colleagues in the same institution, made sporadic comments on his interest in learning more about the results. Teacher D also asked about my objectives at the end of our second interview, and expressed interest in learning about them once the investigation finished. At no time during the investigation did I feel compelled to provide more information than I had planned in advance as part of my process of "unfolding" (see page 107).

If requested, I gave the teachers the name of the other schools participating in the investigation, in order to avoid any unnecessary feelings of mistrust among the teachers. Later on, Teachers A, B, and C showed further interest in learning about my observations in other schools – pace of instruction, activities and materials employed by other colleagues, and progress of students. As far as possible, I did not provide specific information about these areas, so that the teachers could not make comparisons, which would be un-realistic because of the different levels and general characteristics of the courses that I observed.

Teachers B, D, and E explained my presence in the classroom to their students at the beginning of my first day of observations, while Teachers A and C did so later in the course. Teachers A, B, and C gave more emphasis to rather general information about my nationality and professional position at that time. Teachers D and E summarized the purposes of my project, in similar terms to those used in our previous discussions. No student addressed to me questions about the research during the observations, although this does not mean that there was no interaction between us. These exchanges were usually brief and related to queries about vocabulary or cultural facts, often initiated by the same teachers. In general, my concern about preserving the privacy of the participants during the investigation did not interfere with the collection of data. (I attempted not to ask the teachers to reveal any more about their work or themselves than they were willing to, and I was still able to gather most of the data that I considered necessary for my analysis.)

My interest in providing the teachers with compensations or rewards at the end of the investigation became advantageous in a few cases when, for example, a teacher would request advice from me as an "expert" during the interviews. In such situations, I could

remind him/her about my plan to develop a group of Spanish teachers that would meet regularly to share ideas about teaching. I replaced Teacher B for two lessons of Spanish I and II while she was away for a field trip, and talked about Spain to the students of Teacher C once I had completed my observations. At various moments during the study, Teachers A and D both asked me whether I would like to give a presentation on Spain in their classes, but eventually they did not follow up on this idea.

5.1.3. Researcher stance and relationship with teachers

Considerations about my intellectual and emotional attitude toward the investigation revolved around two issues: the scope and interpretation of the data, and the development of my relationship with the teachers. My main concern about the first issue had to do with the combination of the data collection methods, and the extent to which this design could eventually provide me with a reliable perspective on the teachers' behavior in their classrooms. As the investigation advanced, sometimes I found myself rather anxious about possible limitations resulting from the restricted number of observations for each course, or the orientation that I might have given to a specific interview. In this respect, my inclination to take copious notes concerning the teaching institutions, the encounters with the participants, or the classroom observations seemed to derive from an attempt to counteract the effects of the above limitations. The periodic examination of these notes during the process of data analysis proved to be quite a beneficial procedure, especially when I could relate them to a more consistent definition and organization of the results.

As to the relationship with the teachers, I attempted to (a) develop a mutual understanding of the different positions that both teachers and I could adopt outside the classroom – e.g., "informants,", "colleagues," "friends," etc., and (b) keep myself at an appropriate distance from the interaction between teachers and students in the classroom. My general impression about these areas was positive, and the relationship with each teacher progressed without any perceptible complications, with the exception of the above-mentioned requests from Teacher B to obtain ideas, suggestions, activities and other teaching materials during the investigation. Also, the same teacher appeared to

change her attitude at the end of the third interview, when I attempted to implement the stimulated recall technique. More specifically, her reaction toward the segments recorded during the classroom observations seemed to be rather defensive and not very cooperative (see section "5.2.1. Practical and interpersonal aspects", page 144).

With regard to my position as a non-participant observer and its influence on the interaction between teachers and students, two teachers made specific references during the second interview. Teacher E mentioned an occasional connection between the purposes of my study and his attitude in the classroom: "from time to time, especially with an activity in which the students are working in pairs or small groups, I know you are looking into what I do as for my interaction with the students" (my translation). When I asked him about the extent of this influence, his answer was "no, I don't change too much. I think I've told you this because the change is rather positive [in terms of his attention to individual needs in the classroom]" (my translation). Instead, Teacher B related my presence to specific episodes of disruptive behavior at the beginning of my observations: "When you arrived with the tape recorder, I had students here with an attitude, 'attitude' with problems. Well, I'm kidding. Yes. But now they are better, I think. Yes." She talked about this situation several times while collecting the equipment after a observation, and in the last interview. In the first lessons, I noted that Teachers A and D glanced in my direction with a certain frequency, but they did not make any comment on their impressions during the interviews or after the lessons – nor did Teacher C, who appeared to be the least affected by my presence in her classroom.

5.2. Interviews

The design and the structure of the interviews were intended to accomplish three main purposes. First, the semi-structured design attempted to give a greater degree of flexibility and freedom to the discussion of the topics introduced by the researcher. Second, the process of elaboration and definition of domains – units of cultural knowledge – aimed to outline the teachers' systems of knowledge, experience, and classroom behavior in relation to their own perspectives and criteria. The third purpose involved my plan of gradually "unfolding" the objectives of the investigation in order to (a) satisfy the teachers' right to know them, (b) avoid any possible misunderstandings derived from the implementation of several data collection methods, and (c) provide the interviews with a sense of coherence in regard to their content and the overall progress of the investigation. In our initial contact, the teachers were informed about the general orientation of the study – social and personal dimensions of classrooms of Spanish as a second language. Later, they learned further details connected with the objectives of each interview.

The first interview gathered data on (a) the teachers' educational and professional background, (b) their views about theoretical issues in L2 teaching and learning, and (c) their perception about learners of foreign languages and their own teaching. The analysis of the data followed these procedures:

- Listening to the tape recording a minimum of twice to (a) summarize the contents, and (b) transcribe the entire interview. I then highlighted the parts related to the initial topics and questions. If the second listening raised further areas of interest, I listened to the conversation a third time to determine when they appeared during the conversation, and what they might contribute to the analysis.
- Organization of the data from the second listening – and subsequent listenings if applicable. Based on the topics covered in the interview, I outlined a number of tentative domains, which might include specific concepts, expressions or comments made by the teachers.

- Preparation of the second interview based on the above tentative domains. The structure of this interview combined different kinds of questions, and varied for each teacher according to the data from the first interview.

The second interview centered on (a) the teachers' views about the progress of the courses, and (b) any other circumstances relevant to their teaching. The first stage of the data analysis was the same as for the first interview, and the following stages were:

- Analysis of comments on the progress of the course, the students, and any occurrences during the lessons in relation to the tentative domains.
- Re-examination of the tentative domains in order to (a) define boundaries, (b) underline specific concepts or ideas, and (c) suggest new domains if appropriate.
- Preparation of the third interview based on (a) the analysis of the previous encounters, and (b) specific episodes from the observations.

The third interview was intended to collect the teachers' impressions about the course at the end of the academic year, as well as their perspective on specific features of the verbal and nonverbal behavior observed during the period of classroom observation. The analysis was arranged on the following pattern:

- Listening to – minimum of twice – and transcription of the two parts into which the third interview was divided.
- Summary and analysis of the teachers' views about the courses – and any other aspects of their teaching – at the end of the academic year.
- Elaboration of domains based on the above analysis and final re-examination of the tentative domains.
- Analysis of the second part of the interview – stimulated recall – according to the notes taken in my observations.

Each round of interviews was analyzed soon after it was held, in order to incorporate the results into the structure of the next round. This procedure involved an effort on my part to

avoid pre-judgments toward what teachers might say about information previously examined. The following section – "Practical and interpersonal aspects" – summarizes the physical and personal conditions that defined the progress of the interviews (the Appendix "Interviews – Preliminaries" has full accounts for each interview). "Elaboration and definition of domains" centers on how I dealt with this process based on the data obtained in the interviews. Finally, the individual reports in "Profiles and domains" describe the development of the domains for each teacher. The final considerations after the reports will later be contrasted to those resulting from the other sources of data in the discussion of the results.

5.2.1. Practical and interpersonal aspects

This section deals with the items listed in the Section 4.2.3. "Other methodological considerations and procedures" (page 82) in the following order: physical conditions, language choice, length of the interviews, and relationship between teachers and researcher.

The arrangements for the time and venue of most interviews seemed to fit both my research schedule and the teachers' preferences or availability. Most interviews took place in the same classrooms where I conducted my observations, on "in-service" days – devoted to staff and faculty meetings – and occasionally during planning periods. The exceptions were the three encounters with Teacher E – two held in my office and one in his – the first interview with Teacher A – in the faculty lounge of his school – and the third interview with Teacher D – in a public library in the town where he lived. Considerations such as access to electrical sockets, temperature of the room, ventilation, etc. did not seem to cause any difficulties during the meetings.

The above physical contexts appeared to have a positive influence on the development of a quiet atmosphere for the interviews. The only exception to this pattern may have been the location of the first interview with Teacher A, who at times gave the impression of feeling uncomfortable talking about his teaching or the school in an area frequented by other teachers. In most cases, interruptions were short and did not seem to affect the flow of the conversations – e.g., noise coming from outside the classroom, people greeting the

teachers, phone calls, etc. My usual procedures for dealing with longer interruptions – more than 1 min. – were to (a) pause the tape recorder, and (b) resume the interview with one or more remarks concerning what had been discussed prior to the interruption.

The language of the interviews was generally determined by the choices made in the initial contacts – English by Teachers A, B, C, and D; Spanish by Teacher E. English was also the language for regular communication with Teachers A and C, and Spanish with Teacher E. The interaction with Teacher D was usually in Spanish, but in our first meeting he indicated his preference for English in the interviews, so that he would feel more comfortable when expressing his opinions and thoughts. The communication with Teacher B did not exhibit a clear pattern concerning the use of either language from the beginning of the investigation. My approach to this situation was to respect the teacher's preference, in order to avoid any feelings of coercion and facilitate the development of rapport between us. Based on these criteria, I did not see any objections to holding the second interview in Spanish. However, the subsequent analysis seemed to indicate several instances of misunderstanding caused by linguistic interferences or restrictions. For this reason, I asked the teacher to use English at the beginning of the following interview. Even though she appeared to be somewhat disappointed by this request at first, it did not seem to affect the development of the conversation. Misunderstandings during the interviews could also have been related to my own proficiency in English. In order to deal with this issue, I generally resorted to repetitions or re-formulations of questions and comments, either partially or in their entirety.

In our initial contact, I informed the teachers that the length of the interviews need not be longer than 55-60 min. – the duration of one side of a 120-min. audio tape. Except for the third interview, which included the stimulated recall, the majority of the conversations seemed to fit conveniently into that timescale. The interviews with Teachers A and D tended to be shorter – between 35-45 min. – overall because of their inclination to focus on the topics for discussion, and provide concise answers and comments – especially Teacher A. To some degree, these teachers displayed a more relaxed attitude before and after the recordings, when the interaction revolved around matters not related to the topics of the interviews – e.g. personal anecdotes or remarks about holidays or vacations. On the other hand, Teachers B, C,

and E seemed to maintain a similar attitude during the interviews, and occasionally referred to matters other than those linked to the main objectives – especially Teacher C.

Section 5.1.3. "Researcher stance and relationship with teachers" (page 140) describes my attempt to promote a clear understanding of the different roles for both teachers and researcher in the investigation. In the case of the interviews, my main purpose was to emphasize my position as an "outsider," keen to learn about other institutional and professional environments. As the period of observation advanced, our perceptions of that position developed in relation to (a) my subsequent analysis of data for the background description of the schools, and (b) my presence in the classrooms as a non-participant observer.

In the second and third interviews, I attempted to avoid judgements or assumptions based on my gradually developing knowledge of the social and institutional contexts by reminding myself about the limited extent of that knowledge after a few weeks of collecting data, and introducing questions intended to collect more information about other areas of interest for the teachers. My position as a non-participant observer contributed to a significant increase in references by all the teachers to (a) students in their courses and, less often, other members of the school community – e.g., colleagues, administrators, etc. – and (b) events or anecdotes from lessons that I had not observed. In connection with their above-mentioned approach to the interviews, Teachers A and D were not as inclined to make this kind of comment as the others were. Teacher A appeared at first to be reluctant to discuss his relationship with other colleagues or staff members in the school. Likewise, he was the only teacher who asked specific questions about confidentiality in the first interview (see Section "Presentation of the research objectives", page 107). However, this attitude seemed to change after the second interview, possibly because of our rapport based on his interest in my country of origin, and other personal matters. Teacher D's attitude may have been related in part to his short tenure in the school and perhaps to his rather introvert personality. Unlike Teacher A, this teacher maintained the same degree of discretion with regard to his interaction with the school community. As mentioned in the Section 5.1.3. (page 140), my relationship with Teacher B during the interviews seemed to develop in connection with her interest in sharing teaching materials and activities. On the other hand, Teacher C appeared to be keener to share

perceptions about the American and European systems of secondary and higher education, and other social issues associated with young people in both continents, such as crime, unemployment, etc. Finally, the relationship with Teacher E did not seem to undergo any significant change, probably because both of us tended to consider the interviews as encounters of a special kind that should not interfere with our position as colleagues in the same school.

The stimulated recall produced different reactions among the teachers. At first, Teachers A, C, and E seemed rather amused at listening to themselves during the interaction with their students. Next, they requested more information about the purposes of each segment before they began to comment on them. This information consisted of further descriptions of the context in which the episodes occurred: when exactly they happened during the lesson, what students were involved, what the teacher was doing then and where s/he was, etc. The teachers then discussed each segment until they had nothing to add. Teacher D appeared a little hesitant about his response to the first segment, and I decided to furnish him with more details about the purposes of the technique, and the circumstances of all the segments. His comments were as concise as his answers to most of the questions in the interviews. Teacher B's reaction to the stimulated recall was quite different from her rather affable attitude during the interviews. Before I could provide any further details about the objectives, the teacher asked several questions about the transcription conventions. As I started answering the first question, she read the second segment aloud, interrupted herself and said that she did not have much time left to clean up her classroom – it was the last "in-service" day of the academic year. I told her that it was fine with me if she wished to finish the interview at that point, but then she asked more questions about the segments. Eventually, we discussed each of the texts without any definite order of presentation – reading or listening – and without discussing the purposes. During the process, the teacher alternated her comments on the segments with further references to her time constraints, and several grammatical corrections of the transcriptions. This behavior appeared to be mostly related to the content of the segments, which may have been considered by the teacher as an unfavorable portrayal of her teaching during the observations.

5.2.2. Elaboration and definition of domains

In this study, the notion of "domain" constitutes an attempt to structure the teachers' views of their knowledge, experience and classroom behavior around definite units or areas of main interest. A further objective involved the accurate description of the elements within each of these units. I designed the interviews according to three types of questions – descriptive, structural, and contrast (see Section 4.2.2. "The structure", page 77). The main purpose of the descriptive questions in the first interview was to elicit extended comments on four major areas considered as a point of departure for the elaboration of tentative domains: educational and professional background, teaching at present, learners, and theoretical issues. The descriptive and structural questions in the second interview were intended to elaborate on the above tentative domains through the description of their components. The combination of the three kinds of questions in the last interview aimed to verify and consolidate the domains – and its main components – as outlined in the previous stages.

After transcribing the first interview, I highlighted the parts linked to the above-mentioned major areas, and underlined specific segments – sentences or words – to which the teachers appeared to give special attention. This emphasis was manifested in (a) assertions such as "I teach the way I was taught to teach," "my biggest growth is that I have become more patient," etc. (b) expressions such as "I (don't) really think/believe that …", "what's (not) important for me is …", "what I care about is …", etc.; (c) repetition of certain concepts and/or ideas in different parts of the conversations, and (d) salient changes in features of speech production such as prolongation of sounds, intonation, and volume. Next, I prepared a "summary page" – one for each teacher – in which I outlined the tentative domains. At this point, the domains did not necessarily reflect my initial division into four major areas, but rather the teachers' own interests and criteria. For each domain, I included the main concepts that seemed to be associated with them. Next, I took note of the concepts that could be related to more than one domain, in order to examine them in more detail during the following encounters. I began the analysis of the second interview by again highlighting parts and underlining relevant segments according to the above procedures. I

contrasted these notes with the summary pages based on the first interview, and prepared a new page – one for each teacher – containing the changes made in the tentative domains and their main concepts. Finally, I used the same domains in the analysis of the third interview, and focused on preparing more precise definitions for the main concepts.

The elaboration and definition of domains was affected by factors such as the personality of the interlocutors, the influence of a common experience in the classroom – as participants and observer – and the development and analysis of each interview. Specifically, these factors could determine the extent to which the domains could eventually be seen as natural, artificial, distorted, ambiguous, consistent, etc. My attempts to establish domains that could accurately reflect the views expressed by the teachers became more difficult when, for example, the answer to a specific question would occasionally involve references to a large number of issues – Teachers B and C – or might not actually be related to the content of the question itself – Teacher B. Also, some teachers – especially Teachers B and D – seemed to be more comfortable with a certain kind of questions – often those of a descriptive nature, rather than structural or contrastive. Furthermore, differences in the teachers' approach to the subjects could also affect the subsequent analysis of the interviews. For example, the majority of the teachers generally appeared to be more inclined to talk about their teaching and the classrooms that I observed, whilst discussions about theoretical issues in language teaching and learning, or the institutional context of the schools were often less extensive and detailed – with the possible exception of Teachers C and E. Finally, during the elaboration and definition of domains I attempted to be aware of the fact that all interview answers may be "multiply confounded" (Cicourel, 1964), and that more detail in the discussion of a specific point may not always imply more comfort or truth.

5.2.3. Profiles and domains

The quotations and lesson excerpts in the following individual reports are intended to facilitate the understanding of the teachers' opinions and ways of seeing. They have been respectively included in the appendices "Interviews – Quotations" and "Interviews – Stimulated Recall" due to their length. For example, "TA-1:50" refers to the first

quotation for Teacher A, transcribed in page 50 of the Appendices, and "SR/TD-3:72" to the third lesson excerpt for Teacher D in page 52. The conventions employed in the transcriptions are the same as those for the retrospective analysis of the lessons. Quotations and excerpts originally in Spanish appear with their translation in English.

Teacher A

First interview: The first part revolved around the teacher's educational and professional background and his daily routine in the school. At the end, I mentioned a comment made by the principal in our previous meeting about the higher enrollment on the Spanish courses, which Teacher A linked to his personal experience with the target culture (TA-1:50). The next topic was the students in the context of both School A and its Spanish program. His opinion about them was rather positive, considering that most of the students in the school followed the college-preparatory track, and seemed quite enthusiastic about learning (TA-2:50). The teacher said that discipline problems were not frequent in his classroom, because of his belief in the guidelines set by a writer in the field of education (the teacher did not mention his/her name). These principles stressed the importance of dealing with disruptive behavior at its onset, through direct, clear, and concise messages (TA-3:50). Teacher A described group work as a very popular arrangement among his students, and considered it important with regard to the development of cooperative learning in his classroom. I related this issue to my following question about any theoretical influences in his teaching. To a certain extent, his answer again focused on the influence of a certain individual – a supervisor during his undergraduate studies (TA-4:50). Next, the interview moved on to the subject of planning, and the teacher indicated that School A, unlike many other public institutions, did not require that the teaching staff submit lesson or unit plans in advance. Teacher A usually followed the guidelines provided by his textbook during the academic year, in part because of his effort to maintain high academic and behavior expectations for all of his courses (TA-5:50). The following question concerned his view of the attitudes toward the learning of Spanish and other foreign languages in School A. He described his relationship with the

teaching staff as professional, and based on mutual respect. Respect was also the main feature of his interaction with students, along with love and persistence (TA-6:50). The last part of our conversation dealt with changes in his teaching, mostly related to the relationship with the students, and the attention to the diverse individual needs that he encountered in his courses (TA-7:50). The tentative domains and concepts after the first interview were as follows:

Tentative Domains	Provisional questions for the second interview
1. Educational / professional background: Educational and cultural experience.	• How would describe your first contact with Spanish, and your other experiences with the Hispanic cultures? *(descriptive question)* • Could you tell me more about the relationship between your educational and cultural experiences and your teaching at present? *(structural question)*
2. Criteria in teaching: Expectations and criteria from the beginning of the instruction. Freedom in the selection and organization of teaching materials.	• Besides the elements that you mentioned in our first conversation, are there any other concepts involved in your teaching? *(structural question)* • What considerations do you have in mind when you use the textbook? *(descriptive / structural question)*
3. Changes: Individual differences, patience, tolerance, learning styles.	• How would you describe these dimensions of your teaching in relation to the class that I am observing? *(descriptive / structural question)*
4. Learners: "Good" vs. "bad" students – in relation to teaching standards and expectations.	• How would you describe a "good" student in contrast with a "difficult" student? *(structural question)*
5. "Personal" philosophy of teaching: Specific influences in his teaching style and the management of his classrooms.	• In what other ways could you see your education and training as a teacher reflected on your teaching at present? *(structural question)*

Second interview: My first question aimed to elicit the teacher's impressions about Course A. They seemed largely positive in relation to areas such as teaching style, presentation of materials, course objectives, class size, and student attitudes and behavior (TA-8:51). I asked him about his teaching in general, considering the larger number of students taking Spanish in the school. He said that, in comparison to the mental stress of the previous year, this was not as bad as he had initially expected, possibly because he

had got used to his new teaching load – which, on the other hand, involved fewer administrative duties.

I related the teacher's initial comments about the progress of the course to the distinction between "good" and "problematic" students – within the domain "Learners". The teacher first mentioned the support that his colleagues would give him with regard to his opinion, and then defined a "problematic" student as an individual who: (a) is frequently absent, (b) does not do what is required, or has no regard for making up late assignments, (c) says that s/he understands everything but "falls apart" in tests, and (d) is very apathetic in the classroom. On the other hand, a "good" student (a) attends the class every day, and (b) completes the assignments as and when requested. Finally, the teacher pointed out again the presence in his classes of more "good" students that year, although he tended to remember the bad ones due to the degree of frustration that he would feel about them. As for the domain "Changes" after his five years of teaching experience, the teacher began by emphasizing the same features as in the first interview – patience, tolerance, understanding of individual differences, etc. However, he contrasted these notions to his growing concern about the decline of discipline standards at a general level (TA-9:51), essentially caused by social issues such as the break-up of the traditional family structure, and its effect on children's behavior and attitudes (TA-10:51). The questions connected with the domain "Criteria in teaching" involved the teacher's views of the curriculum set by the school, and his use of the textbook. His answer seemed to focus on changes made in the teaching materials in order to (a) provide more variety in the presentation and practice of the content, and (b) raise the level of motivation among students, and (c) promote the development of an attractive classroom environment (TA-11:51). As to the issues within the domain "Educational/ professional background," the teacher emphasized again the crucial relationship between his personal experience with Hispanic cultures and his approach to teaching the language. He also talked about his learning Spanish in high school, how he improved because of his respect for the teacher, and his admiration of the way in which this person loved the subject. At this point, I introduced my next question concerning the domain "Personal philosophy of teaching," in order to learn about any other influences besides the high school teacher and the college supervisor. The

teacher stressed the support received from his family, both financially and emotionally (TA-12:52). The following changes were outlined in the domains or areas of specific interest:

- Incorporate the domain "Learners" into a revised version of the domain "Criteria in teaching" entitled "Personal and professional standards in education," in an attempt to take into consideration the teacher's views of education, society, and family.
- Rename the domain "Educational/professional background" as "Teaching at present," so that it could reflect how the teacher combined his personal experience with Spanish and the implementation of the criteria included in "Personal and professional standards in education."
- Maintain the domain "Changes" to outline the evolution of the teacher's pedagogic behavior since he began teaching. This domain has a strong connection with "Personal and professional standards in education."
- Maintain the domain "Personal philosophy of language teaching and learning" to emphasize the professional and personal references referred to by the teacher as relevant in his classroom behavior. This domain is related as well to the domain "Personal and professional standards in education."

Tentative questions for the third interview:

- How would you describe the work that you have been able to do with these children?
- How would you define the classroom in relation to your perceptions about society at present?
- Could you think of any other materials that you have been able to use with the course under observation?
- Have you observed any changes in your teaching since the beginning of this academic course?
- To what extent would you share your views about teaching and learning with your students?

Third interview: The teacher reiterated his positive impressions of Course A with similar arguments to those presented in the second interview: (a) fulfillment of course objectives according to the number of chapters and grammatical items covered, (b) expeditious pace of instruction, and (c) a positive classroom environment. He also mentioned his

preference for Spanish II because the amount of material to be covered forced him to keep the course moving. Asked about the students' response to the pace of his instruction, he justified his position by mentioning views of colleagues to the effect that a more rigorous schedule would not leave much room "to become lazy." The implementation of this schedule, however, might be affected by the large size of the classroom – 30 students – especially with regard to the development of interaction on individual basis. Finally, the teacher described the contrast between Spanish II – Course A – and Spanish III and Spanish IV based on a more relaxed pace of instruction, more opportunities for one-to-one interaction, and the emphasis on oral activities such as dialogues or short skits.

The first domain outlined after the second interview was "Personal and professional standards in education," in relation to the way in which Teacher A perceived the current status of education, and issues such as the lack of adult supervision and family support, the degree of autonomy given to adolescents, the variety of influences to which they are exposed, their low level of motivation, the diminishing value of education, and the need for discipline and high standards. In this interview, the teacher linked an observation about speaking Spanish and making mistakes in the classroom to other dimensions concerning the age of his students at the level of the course under analysis (TA-13:52). As in the second interview, Teacher A mentioned that the situation had worsened since he started teaching "as far as drugs, abuse, and problems, societal problems," which could become even more manifest in the context of North American inner cities and metropolitan areas. The domain "Teaching at present" was intended to capture the combination of (a) the significance given by the teacher to his personal involvement with Spanish – based on a variety of cultural experiences – and (b) the implementation of personal and professional criteria in the language classroom. In order to motivate students and develop a favorable classroom environment, the teacher had mentioned his attempt to diversify his instruction through different activities and techniques, including the brief period at the end of each lesson in which students were allow to talk with each other about any personal matters. In the last interview, Teacher A added another dimension: the degree of choice given to students as for seating arrangements at the beginning of the course, individual and group work, personality differences, and learning activities such as

the vocabulary games. He perceived his perception of choice as (a) an incentive to promote or maintain interest and good behavior, and (b) an educational technique to prepare students for the future (TA-14:52). A possible relationship between personal and professional criteria, teaching at present, and the domain "Changes" may have been established by Teacher A through a comment on the balance between patience and tolerance, on the one hand, and on the other the maintenance of standards and expectations (TA-15:52 and TA-16:52). The domain "Personal philosophy of language teaching and learning" had been shaped by comments about individuals or groups – Spanish teacher in high school, student teacher supervisor in college, and family – who have influenced Teacher A's career at different levels. In the third interview, the teacher did not add any new dimension, but elaborated on how he shared his views of teaching and learning with the students in relation to his own experience as a language learner when (a) he talked about the level of confidence among his students when speaking Spanish in the classroom, and (b) he described the arrangements for group work taking into consideration not only its value as an pedagogic incentive, but also the individual preferences among the students (TA-17:52).

Stimulated recall: The first segment (SR/TA-1:68) was intended to obtain information about the teacher's criteria concerning his arrangements for individual, pair or group work during his instruction. As mentioned earlier, the teacher linked his description of the arrangements to their value as a pedagogic incentive – or punishment – an educational choice, and a way to account for individual differences. In this respect, the teacher also referred to his own experience: "I remember, when I was in school I loved to work with my buddies, with my friends."

The second segment (SR/TA-2:68) had two purposes. First, to check the extent to which the teacher gave the class freedom to decide on activities to practice the language. In addition, I hoped to learn more about the combination of English and Spanish in his speech while providing instructions. The teacher made a distinction between choice in regard to learning activities and control over the presentation of content. As described in the section "Control over the instruction and the students" in page 220), this distinction could be noticed in the teacher's verbal and nonverbal behavior, and might derive from his effort to

"make sure they [the students] know exactly what to do here. So I don't have to go back over it, and back over again." The combination of English and Spanish in Course A reflected, first, an attempt to keep the attention of his students – especially the younger ones – and secondly the influence of the teacher's own experience as a Spanish learner (TA-18:53).

The third excerpt (SR/TA-3:68) was rather brief, and attempted to elicit the teacher's opinion about his consistent use of words such as "excelente" ('excellent'), "muy bien" ('very good'), "exacto" ('exactly'), etc., not only in the transitions between stages but also during the completion of activities. The teacher first mentioned that, regardless of the number of girls and boys attending his courses, girls usually won the games involving any kind of competition. Next, he considered the use of such words as a way of providing the students with positive reinforcement at different levels (TA-19:53).

The purposes of discussing the final segment (SR/TA-4:68, in two sections) was to analyze the teacher's behavior during specific occurrences dealing with discipline, and to elaborate on his view of the personality of the class. To some degree, the teacher's comments on these excerpts could be related to the above discussion on patience, tolerance, and humor while at the same time trying to set clear boundaries between what can or cannot be accepted in his classroom. In this case, however, the teacher introduced the notion of "humor" as another significant element in his interaction with specific individuals (TA-20:53). His comments on the personality of Course A were again positive, especially considering the difficulties that teachers often experience in (a) getting certain groups of students involved in any subject, and (b) dealing with negative attitudes and behavior from specific individuals in the group (TA-21:53).

Teacher B

First interview: After the teacher had described her educational and professional background, my next question dealt with the relationship between graduate courses or workshops and her teaching at present. Teacher B focused on the usefulness of the materials obtained in the

workshops (TB-1:53). The description of a typical school day was followed by a reference to the gaps in proficiency that the teacher noticed the previous year. In order to resolve this situation, she intended to incorporate regular reviews in courses beyond Spanish I, and structure her instruction around the guidelines provided by the new textbooks (TB-2:53 and TB-3:53). My next question addressed the issue of choices in dealing with unexpected occurrences during her teaching. The teacher first stressed her knowledge of the teaching sequence, and then her ability to use other teaching materials in order to keep the students focused. The teacher made a brief mention of a Colombian student who would act as her assistant during the course,. Next, she gave her opinion about the students in the school and in her Spanish courses – "a nice group" which had not had many opportunities to realize how important Spanish could be for their studies (TB-4:54). She also mentioned the positive attitudes toward this language among the entire school community, and provided a few personal anecdotes to illustrate her perception. After the teacher related these anecdotes to the relevance of culture in her own teaching, I asked her about any changes in her teaching style over the years. She indicated her gradual inclination to incorporate culture into each lesson along with other aspects that used to seem more significant (TB-5:54). The next topic was classroom discipline, on which the teacher said that most students took Spanish as an elective, and their interest in the subject – along with her effort to make her instruction fun and enjoyable – contributed to a positive atmosphere in the classroom. A further factor regarding discipline involved fairness and consistent expectations in the completion of assignments (TB-6:54). Specific instances of disruptive behavior were often resolved by moving "troublemakers" up to the front. Her final comments were about the techniques that she used to get students to develop a sense of cooperation: grading each other's homework, helping others to complete specific assignments, pairing students with different proficiency levels within the group, etc. I prepared the following domains and questions:

Tentative Domains	Provisional questions for the second interview
1. Being a full-time teacher in the school: Duties, English and Spanish courses, interaction with more students.	• Could you tell me more about the gaps you encountered when you started teaching in this school? *(descriptive question)* • Besides being busier this year, have you felt any other differences between your current situation and last year's? *(descriptive question)* • What academic and administrative duties do you need to spend more time on at present? *(descriptive / structural question)*

2. Organization and planning: "Gaps", textbook, other teaching materials, lesson plans.	• Could you tell me more about the choices you may have made in organizing your courses for this year? *(descriptive / structural question)* • How would you describe the role of culture in your teaching at this point of the course? *(structural question)*
3. Relationship with students: Attitudes toward Spanish, classroom behavior, management.	• How would you describe the attitudes of your students at this point of the course? *(descriptive question)* • What could you say in terms of their behavior? *(descriptive question)*
4. Theory vs. Practice: Graduate programs and workshops, experience in different educational contexts, teaching materials.	• Could you tell me a little more about the relationship between the graduate courses that you take and your teaching? *(structural question)*

Second interview: Teacher B provided rather brief comments on the progress of Course B at the beginning, mostly based on comparisons with the situation before she took over the program, and the progress made by specific individuals (TB-7:54). The teacher provided information about the first domain – "Full-time teacher in the school" – at different stages during the interview. First, she related her teaching schedule – seven courses, two of them in General English for grade 8 – to her decision not to take any graduate courses during that academic year (TB-8:54). Second, she was the only Spanish teacher in the school, which entailed a further effort to develop a consistent program – especially after the slow progress made by the previous teacher. In connection with this matter, the domain "Organization and planning" involved the procedures followed by the teacher to provide the Spanish program with a sense of consistency and progression. In this respect, the teacher was keen to combine the implementation of a reliable textbook with a variety of learning activities in order to build an interesting program (TB-9:55). She did not specify what criteria she would follow with regard to the combination of cultural activities from the text and other resources. Instead, she described other teaching materials that she had collected, and then stressed the remarkable interest that students showed toward all sorts of cultural information. In addition, the teacher indicated two other areas that would distinguish Spanish courses of different levels: verb tenses and vocabulary.

The next questions concerned the domain "Relationship with students". The answer to my first question about the attitudes among students in Course B focused again on their different levels of proficiency, and how some students seemed to be able to learn at a remarkably faster pace than others in the class. As to the teacher's opinion about the environment in Course B at that time, she mentioned a certain improvement in comparison with the beginning of the year, and pointed a possible connection between those initial problems and my presence in the classroom with a tape recorder (TB-10:55). The last part of the conversation consisted of questions to define the domain "Theory vs. practice", more specifically the relationship between academic preparation and teaching. At first, Teacher B's answer centered on her attempts to develop specific classroom techniques that would allow her to use more Spanish in her instruction (TB-11:55). I asked the teacher a more specific question about the same subject, with a reference to the content and orientation of the above-mentioned teacher workshops. Her answer focused again on rather practical aspects, this time concerning her use of group work according to the characteristics of each group (TB-12:56). The changes in the tentative domains were as follows:

- The domain "Full-time teacher" is the domain addressing the relation between the teacher and the academic and institutional context.
- "Organization and planning" is the area that concerns the combination of teaching materials and resources intended to develop a language program relevant to the needs and interest of teacher and students.
- "Relationship with students" constitutes the domain related to the teacher's perceptions about the students taking Spanish in general, and more specifically those enrolled in the course that I observed.
- "Personal theory of teaching" replaces the domain "Theory vs. practice" to reflect the teacher's adaptation of theoretical and practical concepts and materials according to her teaching environment.

Tentative questions for the third interview:

- What do you think you have learned after your first year as a full-time teacher in this school?
- How would you describe the Spanish program at present, after the first year?
- How would you define the development of the atmosphere in your classes?
- Have you perceived any changes in your teaching style after your first year teaching in this school?
- Could you describe any new development in your ideas about teaching a foreign language?

Third interview: The teacher's comments about the course were more detailed than in the second interview. At first, she indicated that the students had improved in general, at least in regard to their study skills for Spanish. Next, she referred to the higher grades obtained by the girls, and then listed the grammatical items covered throughout the year. I asked her whether she could think of any other areas to comment on, and her answer consisted of describing a number of cultural activities that the class had completed both in- and outside the classroom.

The domain "Full-time teacher" was intended to reflect the adaptation of the teacher to her new teaching and administrative duties. In her case, this meant to work in a rather different institutional context from her previous post – a Catholic school – and with a more intensive teaching schedule. In this interview, the teacher did not make any reference to her adaptation to the institutional context, and focused instead on the improvement of her relationship with the students (TB-13:56). The teacher also mentioned her teaching duties when I asked her whether she had been able to take any graduate courses during the second part of the course: "I didn't have time to go anywhere, except home to correct papers, and grade papers, and figure out grades ((laughs))." In relation to the emphasis given by the teacher to her teaching duties, the domain "Organization and planning" involved the combination of teaching materials and resources in order to develop a new language program. In this respect, the teacher opted again to deal with my question by enumerating a variety of activities intended to practice and evaluate the contents taught in her courses. In general, she seemed satisfied after having been

able to overcome the initial resistance from students used to a less demanding teaching style. To a certain extent, it appeared that her work on (a) the design of a new curriculum for each course, (b) the combination of a new textbook and diverse complementary activities, and (c) the preparation of appropriate oral and written evaluation procedures, had allowed her to consolidate the foundations of her Spanish program. Furthermore, the teacher emphasized the understanding reached by the majority of the students in terms of her expectations concerning course materials, assignments, evaluation, and classroom management and behavior. The domain "Relationship with students" outlined the different personalities and levels of proficiency encountered on the course under observation. In this conversation, the teacher mentioned again these contrasts when expressing her opinion about the course. Next, the teacher tended to focus on the progress of certain students; e.g., a senior – i.e., a student in his or her last year of studies – who would not do his homework but learned his numbers, a girl who went to Mexico with a group led by the teacher, another girl who eventually "put all the pieces together" in the course, a boy who would often seem sick or sleepy, etc. During these individual accounts, the teacher provided a brief comment about the relationships between the students themselves: "I think they worked very well as a class. And they supported one another, and they would volunteer." As in the second interview, the teacher made several references to my presence in the classroom as a relevant factor in the students' attitude toward her instruction. The domain "Personal theory of teaching" concerned the adaptation of concepts and materials based on the graduate courses and workshops that the teacher had attended. In our second encounter, she put more emphasis on the implementation of specific techniques such as group or pair work, use of the board, and instructions in Spanish. Likewise, in the last interview the focus seemed to fall on practical areas rather than any particular theoretical concept (TB-14:56), with the exception of a remark about learning styles made at the end of the first part of the conversation (TB-15:56).

Stimulated recall: The purpose of the first segment (SR/TB-1:69) was to discuss the use of diverse pedagogic resources in Course B – especially the cultural materials. However, the teacher described the characteristics of the activity itself. The next excerpts (SR/TB-2:69 and SR/TB-3:70) were intended to examine the process of negotiation between teacher and students with regard to their assignments, and the use of English and Spanish

in the instruction, respectively. In both cases, the teacher did not comment on the content, but on the linguistic accuracy of expressions such as "I cut it all," "they don't teach us any," and "copy this up." She did, however, bring out the issue of negotiation with the students after my final attempt to justify the selection of the excerpts:

> Researcher: (...) And in this case, the this was the the reason for which I wanted to, to talk about this with you, it's the way in which you negotiated those cases in which they didn't have the homework.
>
> Teacher: That I wanted it to be done, and still I would give them half credit. Did you think that was good? That I should do that? I'd rather they do it, late, than never do it. Because then it would help them. It won't help them if they don't do it. And I don't mind giving them an extra day for their time. Yeah, you're right, that was negotiation, that whole deal. And isn't negotiation part of teaching? It shouldn't be for college, but in high school, where you have kids who don't wanna work, you have to get them some sort of, something that get gets something back.

Teacher C

First interview: The teacher related the description of her educational and professional background to the issue of theory and practice in teaching with a distinction between two types of methodology courses based on (a) practical experience, and (b) theoretical views. She emphasized the advantages of the former type for teaching foreign languages in high schools (TC-1:56). In relation to the specific characteristics of students in this context, the teacher indicated her doubts concerning the balance between the main roles that she seemed to adopt in her classroom: "teacher" and "everybody's mother." This comment was followed by a new distinction, this time between her courses – elective for students with a good academic performance – and other courses such as English – required for all students – which often appeared to be more prone to cases of disruptive behavior (TC-2:57). On the kinds of problems that she would usually find in her courses, Teacher C said that they were generally situations that could be handled without resorting to actions such as sending the students involved to the principal's office. The next topic concerned the attitudes of students toward Spanish in School C. The teacher first calculated the total number of children in her courses, and then mentioned some practical reasons for which students seemed to enroll on them, such as completing the language requirement before dealing with it at a college level. These comments included a reference to an apparent sense of superiority that children often have due to the prevalence of

the English language and culture in the world. The question about a typical day in School C led to a discussion of several factors – within and outside the classroom – that could influence her routine: paperwork, ancillary materials to provide additional practice, combined courses established by the school administration (with up to four levels of two different languages in the same course), housework, and involvement in community activities. The next topic was the way in which she usually structured her instruction: planning on a weekly basis (TC-3:57). Preparing lesson plans in advance was intended to facilitate the task of substitutes, and related to an intuition that the teacher had developed over the years concerning the rhythm of a specific course (TC-4:57). On the teaching materials for Course C, the teacher said that she had decided to replace the textbook the year before, because it did not offer good grammar explanations and the oral activities were not interesting. She bought a number of books from another high school in the area, and the change seemed to satisfy her. The following topic was classroom environment in the Spanish courses, which the teacher defined as relaxed and fun, even if some of the students did not actually like the subject (TC-5:57). Her answer also included a brief reference to the characteristics of male and female students, and was followed by a description of the strategies for creating a relaxed atmosphere in the classroom: combining teacher-centered instruction with pairwork, introducing oral activities, teaching grammar in English, allowing minor changes in the seating arrangements established at the beginning of the course, etc. The analysis of this interview led to the following domains and concepts:

Tentative Domains	Provisional questions for the second interview
1. Educational / Professional background vs. experience: Influence from other teachers, experience in teaching French and Spanish (pace, thinking ahead, textbook selection, etc.), "learning from being on one's toes," use of specific teaching techniques or strategies.	• Could you describe the elements that make up your experience in teaching? *(descriptive / structural question)* • In what other ways would you think that "experience" is present in your classrooms? *(structural question)* • How would relate your experience with the introduction of specific techniques in your teaching? *(structural question)*
2. The role of the textbook: Decisions in textbook selection, course structure, combination with other teaching materials.	• What kinds of considerations do you have when choosing a textbook for your courses? *(structural question)* • How would you define the relationship between the textbook and other teaching materials as the course moves on? *(descriptive question)*

3. "Internal" vs. "external" factors: Combined courses and larger classes with interruptions vs. textbook selection, teaching pace, "good and bad years."	• Could you describe the boundary between external factors and personal judgments in your teaching? *(structural / descriptive question)* • How would you define a "good year" and a "bad year" as a teacher in this school? *(descriptive / structural question)*
4. "Everybody's mother": Attitude towards the students, relaxed environment, disciplinary actions.	• Are there other elements that may be relevant in terms of your relationship with your students? *(structural question)* • How much would you think that these elements develop during the academic year? *(descriptive question)*

Second interview: Teacher C's opinion about the progress of the course was largely positive, even though she expressed her disappointment after having corrected the test on the last chapter. She mentioned specific grammar items that her students seemed to find more difficult – verb conjugation and its terminology – perhaps because English courses at present did not give as much attention to these areas. I asked her about her impression of the students as a group, and she said that they worked rather well, especially in comparison to the previous year, when she had had "the nastiest group of girls" in her 9-grade classes (TC-6:57). Finally, the teacher mentioned a few other concerns about the group as to their low level of attention, motivation and involvement in the course – due in part to the time at which the class met. French or Spanish for many students had stopped being fun any more, because now the vocabulary lists were longer, and students had realized they were going to study the subject for a whole academic year.

In our first conversation, the teacher said that students of School C and their families would not have much access to nor interest in other places and cultures. In this interview, she talked more about her attempts to get students to understand the relevance of learning Spanish, generally based on practical reasons, such as its usefulness in the job market (TC-7:57). "Experience" had been described by the teacher as a combination of skills such as being able to think ahead, keeping a good pace, selecting appropriate teaching materials, etc. Within the classroom context, "experience" appeared closer to the idea of "learning from being on one's toes," with little interest in implementing recommendations made by theoretical analyses of teaching. Other aspects of this notion of experience resulting from the second interview were patience,

humor, and capacity of reaction to unexpected changes (TC-8:57). The next tentative domain involved "the role of the textbook" and the use of other teaching materials. In this respect, my objective was to elicit the teacher's criteria in the selection of materials, and how these could be related to the above concept of "experience." The criteria included attractiveness – considering the age of the students – clear and concise grammar explanations, and a variety of activities that could keep students interested in the content – and busy during lessons conducted by a substitute who might not be certified in Spanish or French. In the last 2-3 years, the teacher had attempted to use other materials such as computer software or cultural videos – in part to facilitate the teaching of combined courses. Some of these materials had worked well, but in general the teacher indicated the need to consider the level of her students. My next topic of discussion was the idea of being "everybody's mother," as a result of her attempts to maintain a positive environment in her classroom, without having to resort to strict disciplinary measures. At first, the teacher indicated her intention to give up that role, due to her concern about recent lawsuits against teachers caused by minimal physical contact with students – e.g., patting on shoulders. Later, however, she indicated a number of factors that made her reconsider that initial intention: (a) the problems of children growing up in the USA, (b) an interest in creating a classroom atmosphere conducive to learning, and (c) her own experience as a foreign language student in high school (TC-9:58). The conversation moved on the issue of "internal vs. external factors." Initially, I thought of this distinction as a way to determine the boundaries between the teacher's personal and professional experience – later included in the domain of "experience" – and her views on the institutional conditions influencing her teaching. In other words, the distinction is based on elements that the teacher can or cannot control. Besides the external factors mentioned during the first interview – paperwork, combined courses, budget cuts, housework, and community activities – the teacher referred to the persistent interruptions caused by a variety of school activities requiring students to leave the classroom during a lesson – especially those related to sports – and the lack of support to teachers from the school administration and the community in general (TC-10:58). The issue of external factors came up again in the last part of the interview, when we talked again about the students that enroll on foreign language courses – "the better kids" (TC-11:58). The discussion about behavioral problems in School C continued until the end of the interview, often illustrated with the description of individual cases. Teacher C finally mentioned her positive

impression about the educational system in Western Europe, because it stressed academic aptitude more than ability in sports or financial resources. Based on the above analysis, I outlined the following changes in the domains or areas of specific interest:

- Divide "Educational / professional background vs. experience" into two domains: "Social and institutional circumstances" and "Experience."
- Incorporate the external factors affecting her teaching into the domain "Social and institutional circumstances."
- Incorporate the internal factors into the domain "Experience."
- Rename the domain "The role of the textbook" as "Teaching materials," to address the comments made by the teacher concerning the use of a variety of materials according to the needs and interests of students.
- Maintain the domain "Everybody's mother," to further analyse it in regard to the course under observation.
- Consider "External factors" as part of the domain "Social and institutional circumstances."

Tentative questions for the third interview:

- Could you think of any other external factors that might affect your teaching?
- How would you define yourself as a teacher at this stage of your career?
- How would you define a "good" year vs. a "bad" academic year?
- How would you describe the combination of different teaching techniques and materials in the course under observation?
- How would you describe the atmosphere of this classroom by the end of the course?
- To what extent do you think that specific personalities play a role in this atmosphere?

Third interview: The teacher's initial comments covered all the courses that she had taught, starting with a reference to the unusually high number of failures (20 out of 77), despite her continuous efforts in terms of practice, revision, evaluation, and encouragement (TC-12:58). To a certain extent, her impression of the progress made by

Course C was more positive. The number of failures (3) was lower, and there were several good students who would be likely to enroll on Spanish II. In order to cover the seven and a half chapters in the year, the teacher had discarded activities used in the past – e.g. vocabulary games – and focused instead on teaching from the textbook. As already discussed in the second interview, the teacher was not very confident about the students' ability to recognize basic grammar items – either in Spanish or in English – but indicated that, at least, they were able to do "simple things," such as constructing a meaningful sentence to describe a person or an object.

The domain "Social and institutional circumstances" consisted of two related areas, both of them related to external factors over which the teacher did not seem to have much control. The first area concerned issues such as the motivation of students from an isolated community without much contact with other cultures, or certain negative perceptions about teachers and their apparent professional privileges. The second area focused on the extent to which the school administration might interfere with the teacher's management of her courses – e.g., paperwork, budget cuts, combined courses, class size, interruptions caused by sports or other extracurricular activities, etc. The teacher made again several remarks about the low level of interest in learning Spanish among students ("everybody else can learn English, and everybody else learns English"). However, in this conversation she placed more emphasis on other external dimensions affecting the attitudes and performance of students in her classes: drug and alcohol use, family conflicts, etc. (TC-13:58 and TC-14:58). The teacher did not introduce any new issue in regard to the institutional circumstances. Rather, she emphasized the negative effect of interruptions, especially by the end of the academic year – e.g., sports activities, graduation activities, holidays, etc. The domain "Experience" referred to the elements that the teacher seemed to rely on in her everyday teaching at a personal level: professional experience, flexibility and adaptability, patience, and humor. In this context, I asked her about any changes that she might have noticed over that academic year. As described in the analysis of our previous encounters, the teacher appeared to rely on her practical knowledge of teaching based on a combination of personal, social, and institutional factors. These points of reference could be noticed, for instance, when she talked about her gradually increasing skepticism about pair work, her criteria in the selection of an appropriate textbook, or the activities that she would

have students complete according to the day of the week (TC-15:59). After the second interview, the domain "Teaching materials" seemed to be more dependent on pedagogic dimensions such as the level of students, the pace of instruction, and the quality of the grammar explanations. Teacher C mentioned some of these elements in the last interview, but here the combination of materials appeared to acquire another dimension involving her effort in maintaining control over a large group made up of young students without a special interest in the subject. In addition, the teacher added two other aspects of her teaching which could also be connected with the above idea: first, the way in which she adjusted her Spanish to what she assumed that students could understand (TC-16:59); secondly, the teacher described how she would maintain a sufficient level of attention among students through her physical position in the classroom. I decided to keep the title of the final domain as "Everybody's mother" after the analysis of the previous interviews and my observation in the classroom. This title attempted to reflect the teacher's personal interaction with her students (a) in the social, individual, and pedagogic conditions described above, and (b) considering her experience not only in teaching, but also in regard to the institutional environment where she had worked for over 23 years. In the last interview, the teacher offered a tentative categorization of students according to their personality. Each category derived from a description of specific individuals in the course under analysis: (a) calm and quiet children with an adequate level of self-esteem who absorb and learn, (b) children with some kind of attitude that does not usually change, often causing academic failure, (c) friendly and well-meaning children who show a cooperative attitude and often get credit for it, (d) "snipe" children who tend to display reluctance or disagreement toward any classroom activity, even if they afterwards complete them successfully, and (e) "faceless" or "nameless" children who do not seem to have any special characteristic. Being "everybody's mother" was also related to the teacher's approach to classroom discipline, based on treating problematic individuals with affection rather than aggressiveness.

Stimulated recall: In discussing the first lesson segment (SR/TC-1:70) I attempted to learn more about the social and institutional circumstances described in the definition of domains. However, the teacher focused on how the extract reflected her personality inside and outside the classroom: "I'm always the same way, my mouth just goes, I talk a mile a minute, I start a sentence, I just switch to another thing. I think the same way." The second excerpt (SR/TC-2:70) involved the

introduction of personal information during the instruction, and the extent to which Teacher C would provide that kind of information in the classroom. The teacher emphasized the relevance of the actor's role as part of a repertoire needed to keep students on task, and sometimes even under control: "Don't you think you have to be an actor to be in this, you have to be on, you're on a stage, you basically are on a stage, yeah." The purpose of the third segment (SR/TC-3:71) was to elicit any perceptions concerning the combination of English and Spanish during the instruction. At first, Teacher C elaborated on her doubts about pair work, this time in relation to the lack of focus that certain students would show during the activity, mainly because of not being old enough to take advantage of that learning situation. Next, the teacher said that she was not really aware about her choice of language, although she said that grammar was always taught in English. Even though she had heard about new theories stressing the advantages of doing everything in the target language, Teacher C mentioned again the limitations of the students in terms of their knowledge of Spanish and English grammar. The final extract (SR/TC-4:59) dealt with discipline while providing instructions for an activity. My initial intention was to discuss a reaction that seemed to conflict with previous comments on the management of discipline. The teacher did not volunteer any specific comments on this issue. Instead, she mentioned the difficulty of working with a large class where, in contrast to most other subjects, students are often expected to produce speech in the classroom (TC-17:59).

Teacher D

Following the description of his educational and professional background, the teacher mentioned the influence of a colleague on his general development as a Spanish teacher (TD-1:59). He added that this person was the editor for the textbook series that he had decided to use for Course D. As to what he previously referred to as his process of "learning to teach," the teacher stressed his lack of experience in secondary education, which had at first created expectations and feelings that changed as he obtained more direct contact with students in the classroom (TD-2:59). The teacher referred to his selection of a new textbook for Course D, and how it had made his teaching more enjoyable. In his first year, he had tended to focus on grammar items such as verb conjugations, but the current combination of these items with the materials from the new book allowed him to feel as if "things were coming into place." His

initial expectations had changed, and the idea that teaching would be similar to his own experience learning Spanish literature in high school had been replaced by the reality of a rather different academic context. Besides the role of his mentor, and the selection of a new textbook, another factor that had given him a sense of coherence in his teaching was learning about proficiency standards (TD-3:59). My next question centered on any choices made while teaching in the classroom. Teacher D mentioned his interest in utilizing a variety of teaching materials, and the use of the textbook as a basis for the presentation of grammatical terms about which he did not feel very knowledgeable (TD-4:59). About the students taking his Spanish courses, the teacher said that they were all of a similar linguistic origin – English-speaking countries – since the school required a good level of English to enroll on foreign language courses. Differences were related to their academic and personal background – from students with an outstanding academic record to students with learning disabilities (TD-5:60). The next topic was classroom environment , and in this regard the teacher first mentioned the particular nature of School D as a boarding institution for girls. He then described this context as an "island" culture with some positive aspects such as its sense of community, and problems such as external animosities brought into the classroom. Finally, he considered himself as a beginner in the skill of creating a classroom atmosphere where learning could be fun (TD-6:60). As to theory and practice in his teaching, the teacher referred to the assistance provided by the French teacher during his first year – e.g., peer observations, feedback sessions, etc. – and his interest in incorporating more communication and oral interaction in the classroom. He also mentioned the positive effect of having become familiar with the objectives established by the Advanced Placement program, which revolved around the teaching of the four skills through a variety of activities. At the end, we talked about the "on duty" periods that teachers spend in School D as part of their contract. This involved being in charge of the students during non-academic hours, both on school days and weekends (TD-7:60). The following domains and concepts were prepared after the analysis of the first interview:

Tentative Domains	Provisional questions for the second interview
1. Personal background as native speaker of Spanish: Family background, learning of Spanish.	• Could you tell me more about your learning Spanish while you lived in Spain? *(descriptive / structural question)* • How long did you live in Spain for? *(specific question)*

2. The "struggle": Ups and downs, changes in initial expectations and intentions.	• How would you describe the present stage in your teaching? *(descriptive question)* • On what aspects of your teaching you are more concerned at this stage? *(descriptive / structural question)*
3. Points of reference: "Mentor" figure in his teaching, the role of the textbook, other teaching materials.	• In what other areas would you notice the support from your mentor? *(structural question)* • What elements would you consider to be part of your teaching at present? *(structural question)* • How would you define the role of the textbook in your teaching? *(descriptive question)*
4. Classroom atmosphere: Specific characteristics of a boarding school for girls, lack of knowledge.	• Do you find any influence from this academic environment in your classroom? *(descriptive question)* • What elements would you consider relevant for the environment of your classrooms? *(descriptive / structural question)*
5. "Teaching in progress": Interest in communicative orientation, proficiency guidelines, balance between grammar and other areas.	• Where do you see yourself in terms of "theory" at this point in your teaching? *(descriptive question)*

Second interview: The teacher's impression of Course D was positive due to his decision to use only one textbook instead of two, and the withdrawal of a student who had displayed rather disruptive behavior during the first weeks of classes (TD-8:60 and TD-9:60, respectively). The reference to this student was followed by some comments on the development of the students' attitude toward the subject, which at the beginning of the course had been rather associated with the possibility of getting a good grade (TD-10:60).

My interest in the "personal background" of the teacher derived from a possible connection with the way in which he approached his teaching. In this conversation, the teacher focused on how automatic and unconscious it was for him to learn Spanish in Spain, but he did not make any significant reference to the above connection. The discussion about the "Struggle" focused on two areas: his character, and the process of learning how to teach. In this interview, Teacher D elaborated on the notion of "ups and downs" in his teaching mainly as a result of a possible conflict between some features of his personality – introversion and a certain degree of insecurity – and his perception of how teaching should be (TD-11:61). The next area

was "Points of reference" – advice of his mentor, and selection of textbooks and other materials. Teacher D seemed to give less importance to the role of his mentor, and more to finding appropriate teaching materials. The first remark about this matter came up in the description of the course up to that moment. Besides eliminating the grammar book, the teacher mentioned other materials – e.g., short stories – that he intended to introduce in order to complement the instruction with the remaining textbook, and make learning more fun for students. Later, the teacher provided several practical reasons for using the various components of the text *Spanish for Communication,* such as the preparation of advanced students for the Advanced Placement exam, and the development of consistent guidelines for each course in the Spanish program, (TD-12:61). With regard to the domain "Classroom atmosphere", the relationship between the teacher and the students appeared to involve two dimensions: (a) the interaction with small or large groups, and (b) the extent to which the goals were defined for beginning and advanced classes. Teacher D indicated that it was more difficult for him to deal with small groups, especially if the course objectives had not been worked out carefully – as in the case of the advanced courses (TD-13:61). In his opinion, the relationship between the five girls attending Course D seemed to be good. He also indicated his doubts about the desirability of changing the usual seating arrangements for pair or group work, and what implications that might have for the dynamics of the class (TD-14:61). Based on the above analysis, I outlined the following changes in the domains or areas of specific interest:

- Eliminate the domain "Personal background".
- Adjust the domain "Points of reference" with less emphasis on the mentor figure and more on (a) combination of teaching materials according to an increasing knowledge of the academic program and student interests, (b) evolution – noticed in the classroom observations – toward the implementation of more oral activities in the class, and (c) comments made on the need to develop clearer goals for the instruction.
- Rename the domain "Theory of learning in progress" as "Learning how to teach," in order to reflect the development of the knowledge base of the teacher in contrast to the more practical orientation of "Points of reference."

- Incorporate the personal dimension described by the teacher as part of his "struggle" into the domain "Classroom atmosphere".

Tentative questions for the third interview:

- Could you tell me more about materials and activities in your teaching?
- What role has the textbook eventually played in the course?
- How would you describe the attitudes among students toward the different materials employed in the course?
- How do you see yourself as a teacher at this point?
- What would be for you the difference between a "beginner" and an "advanced" teacher?
- Could you tell me more about the relationship between you and the students?
- Could you describe the personality of this class?

Third interview: The teacher expressed again his doubts about Spanish III in contrast to the lower-level courses in terms of his teaching approach and results (TD-15:62). He also mentioned his decision to discard the grammar text and teach only with "Spanish for Communication" – rather focused on reading and speaking. This decision meant the introduction of more complementary activities intended not only to make learning more fun, but also get the students to speak more in the target language. The implementation of these activities involved a variety of pedagogic resources such as posters, drawings, music, and video. In addition, the teacher had developed several systems of evaluation for oral and written discourse in an attempt to keep a balance between fluency and accuracy.

The domain "Points of reference" was based on the teacher's perception of himself as a novice teacher. Its components were the combination of teaching materials and activities, the definition of instructional goals, and the role of other professionals in his teaching. Besides his effort to develop a more consistent and diverse course program, the teacher twice mentioned his interest in improving his teaching through contact with colleagues such as the ESL teacher of the school, or participation in professional workshops (TD-16:62). The teacher related this interest to the characteristics of Spanish III – Course D – a level where students are expected to be

able to create language. In order to meet this goal, the teacher considered it necessary to continue using a variety of materials in his instruction. He said that students could feel more comfortable with this approach as long as the materials were well presented. Otherwise, an array of materials "that aren't that organized, and that the teacher doesn't have a handle on, aren't planned out that well," would quite likely make students lean toward for the certainty and clear expectations of a textbook. The domain "Learning how to teach" addressed the development of the teacher's knowledge base. In our previous meetings, the teacher had used the word "struggle" to describe the changes in his motivation and expectations, often related to his own personality. By the end of the course, he continued viewing himself as a "beginner" as to his knowledge of teaching techniques, but as an "intermediate" from the perspective of experience in the classroom. At any rate, he stressed the importance of considering teaching as an continuous process of learning, where there would not be room for a label such as "optimum master teacher" (TD-17:62). His final comment about Course D was rather positive, and included a reference to his hope of becoming more confident and confident in his interaction with students (TD-18:62). The domain "Classroom atmosphere" was intended to complement the two previous areas by defining the interaction between Teacher D and his students. In the case of Course D, the challenge of dealing with advanced classes and few students seemed more arduous due to aspects such as age, attitude, and behavior. In our last interview, Teacher D elaborated on the characteristics of this challenge through (a) the description of different roles that high-school teachers might need to adopt – "teacher" and "disciplinarian" – and (b) a reference to the extent to which a teacher should reveal features of his personality in the classroom (TD-19:62). As for his own character, Teacher D added one more consideration at the end of the interview: "I'm very self-critical. It's it's part of who I am. Sometimes it works, sometimes it's helpful, sometimes I go overboard."

Stimulated recall: The first two segments (SR/TD-1:71 and SR/TD-2:71) were intended to steer our conversation to the issue of language use – English or Spanish – in the instruction. I was also interested in discussing the management of unexpected

interruptions during the transitions between instructional stages. Initially, the teacher talked about the way in which he managed both situations, and what he could have done instead of providing rather conclusive answers to each of the students – e.g., with requests such as "vamos a hablar de esto después," or "por favor, hablen de eso después" ('let's talk about this later,' 'please, talk about that later'). Upon my request, the teacher attempted to interpret the use of either language in the exchanges. He mentioned how difficult it was for him to be consistent in using Spanish only at that level, in part because of his lack of resources – and role models – to do so. In addition, another reason had to do with his effort to maintain rapport with the students (TD-20:62).

The purpose of the following segment (SR/TD-3:72) was to explore the contrast between the teacher's hesitations about grammar expressed during the interviews, and his sporadic remarks on this dimension in the classroom. Teacher D emphasized his limited knowledge of both Spanish and English grammar, and his concerns about the sequence and presentation of grammatical items. To some degree, I had the impression that these comments on grammar and language learning might have been related to the teacher's ambivalence with regard to what his students needed in order to learn the target language – especially after he decided to cast aside the grammar textbook. In the last excerpt (SR/TD-4:72) the teacher adopted a different attitude toward interaction seemingly foreign to the objectives of the lesson. I was keen to learn more about the teacher's perception of his interaction with students at a personal level. At first, the teacher related his answer to the way in which he prepared lesson plans, generally related to a key idea – here writing and reporting on personal information – that afterwards might develop into exchanges such as in SR/TD-4. Next, he again referred to his concern about the use of English at a rather advanced level (TD-21:62). Finally, the teacher introduced another element of his personal interaction with students, this time in relation to the institutional context:

> It's a small class, it's also a school where, it's also a boarding school where a: where to to a greater extent than I think in a day school, they a: the the the students' relation to teacher is both a teacher and to a certain expe-extent a parent and a parental role (...)

Teacher E

First interview: After the description of his educational and professional background, I led the conversation to the issue of theory and practice in his teaching. In this regard, the teacher mentioned a workshop he attended a few years ago in order to become certified as an "Oral Proficiency Tester," sponsored by the American Council on the Teaching of Foreign Languages (ACTFL). In general, he described himself as an eclectic teacher, although the ACTFL workshop allowed him to reconsider previous expectations about (a) the level of proficiency of his students, and (b) the development and implementation of materials appropriate to each level (TE-1:63). Finally, he said that he could not spend as much time as he wished on learning about theoretical issues because of his other areas of academic interest. His comments on planning and organization of teaching materials concerned at first his emphasis on structure, i.e., having a clear idea about the course objectives, and what he needed to do in order to achieve them. At this point, the teacher made a reference to the relationship between objectives and the selection of an appropriate textbook (TE-2:63). According to the teacher, the goals for a beginners' course included being able to answer basic questions, create language, deal with basic communicative situations, and understand cultural similarities and differences concerning the Hispanic world. I linked these comments to the possible choices made for a specific group of students. In this respect, he made a distinction between the general structure of a given course, and what happens on a daily basis. At this level, the lesson plans allowed him to introduce different materials depending on the characteristics of the group and their progress. With regard to classroom environment and group dynamics, Teacher E emphasized the importance of developing an atmosphere of trust between teacher and students, especially considering the difficulties of communicating in a foreign language (TE-3:63). The conversation moved on the issue of attitudes toward Spanish teaching and learning in School E. He indicated that the importance of learning a second language was certainly recognized by the school administration. However, resources were still limited, and in some instances, so was the encouragement to enroll on foreign language courses by certain academic advisors (TE-4:63). Based on the above analysis, I outlined the following areas of interest and concepts:

Tentative Domains	Provisional questions for the second interview
1. Personal experience as learner of Spanish: Personal experience in learning Spanish as an influence in teaching: patience, flexibility, confidence, etc. Interest in the academic work as a reason for becoming a Spanish teacher	• How would you describe the relationship between your personal experience as learner of Spanish and your teaching at present? *(descriptive question)* • What other elements would you include in this relationship in your current teaching? *(structural question)* • How would define your interest in the academic world at this stage of your career? *(descriptive / structural question)* • How do you perceive the relationship with other members of the academic community not involved in teaching foreign languages? *(descriptive question)*
2. The role of culture: Personal experience in Hispanic countries, structuration of language courses, and selection of textbook	• How do you think that your students respond to your emphasis on culture? *(descriptive question)* • In what ways do you present culture in the classroom? *(descriptive / structural question)*
3. Focus on structure: Order of instruction, guidelines for course objectives, textbook, students' needs, evaluation, and other relevant components in the course.	• Is there any other elements that you take into consideration when planning a language course? *(structural question)* • Could you tell me more about the relationship between "structure" and "flexibility" in your courses? *(descriptive / structural question)* • Could you think of any other theoretical issue that may influence your course preparation? *(structural question)*
4. Classroom environment: Motivation, confidence, ease, trust.	• Could you think of any other elements that may contribute to a favorable classroom environment? *(structural question)* • How would react if you do not find these elements in one of your courses? *(descriptive / structural question)*

Second interview: The teacher described the progress of Course E in relation to the academic performance of the students, and their understanding of the usual teaching and administrative procedures (TE-5:64). The teacher also mentioned the case of two students in particular: first, a male student who dropped the course due to his difficulties in understanding the content and keeping up with the pace, and secondly a female student whom the teacher described as "problemática" ('problematic') because of her attitude and lack of preparation.

After discussing the progress of the course under observation, the teacher talked about how he became interested in the academic environment of an institution of higher education. This interest was in part related to the changes made during his undergraduate studies, which did not allow him to explore other fields such as English literature,

History, etc. (TE-6:64). In the first interview, the relationship between educational/ professional experience and teaching involved factors such as living in other countries, flexibility, patience, etc. In this conversation, the teacher also referred to his five-year experience as a counselor in summer camps during his university studies, and how it contributed to his self-assurance and capacity to deal with groups (TE-7:64). The teacher introduced cultural information – "The role of culture" – as a way to complement or illustrate the contents outlined by the textbook through personal experiences and anecdotes, or with the support of any appropriate materials. However, he said that culture would not receive as much emphasis in the instruction of a lower-level course in comparison to basic linguistic structures (TE-8:64). In relation to the domain "Focus on structure," the teacher first indicated that changes were usually related to issues such as time or level of difficulty, but they would not affect the basic organization of a lesson. In addition, the teacher said that these changes were more frequent at the beginning of the course, because of his process of adaptation to teaching Spanish 110 for the first time after a year. To a certain extent, Teacher E's comments about theoretical influences in his teaching could be related to the above notion of "structure," due to his emphasis on providing students with a sense of progress – to be eventually able to communicate in contexts other than the classroom (TE-9:65). This perception could be noticed in his references to Krashen's "i + 1" hypothesis, the development of comprehension and analytical strategies, and the integration of learning skills. With regard to classroom environment, the teacher mentioned Course E seemed rather heterogeneous because of the combination of students of different origins and year of studies. As for any other specific factors defining the environment of this class, the teacher stressed trust, confidence, and mutual respect at different levels (TE-10:65). In the last stage of the interview, the teacher related the issues of structure and flexibility to the development of a distinct personality for the whole group of students. This was in part based on his trust in (a) the students' commitment to the course, (b) their capacity to accept changes in the instructional sequence such as those mentioned above, and (c) the consolidation of what could be tentatively defined as "pedagogic routines" in the course (TE-11:65). The analysis of the second interview resulted in the following areas of interest:

- Incorporate the domain "Personal experience as learner of Spanish" into the domain "Classroom environment."
- Combine "The role of culture" and "Focus on structure" under a domain called "Focus on principled structure," which intends to address the teacher's preparation and organization before the actual period of instruction, according to his knowledge of certain theoretical concepts.
- Suggest a new domain entitled "The class that works" according to the way in which the teacher implements the above structure in relation to objectives, personal experience as a language learner, and attention to the "pedagogic routines" of the classroom.
- Expand the domain "Classroom environment" to refer to the combination of pedagogic concepts such as flexibility and confidence with aspects of his personal experience as a learner of Spanish, and his commitment to teaching and learning.

Tentative questions for the third interview:

- Could you think of any specific changes or arrangements considering the special characteristics of this class?
- What role would you say that the textbook has had in this course?
- Could you define a "good" and a "bad" class?
- How did you feel about the physical organization of the classroom during the course?
- What are your impressions about the environment of this classroom at this point?

Third interview: The teacher was satisfied with the progress achieved by the students, with the exception of the "problematic" female student who, on the other hand, had been able to pass the course due to what he considered to be a last-minute effort before the final exam. As in the second interview, the teacher stressed the cultural diversity of the group, and its possible benefits for Course E. Next, the teacher talked about the negative results of a new procedure that he had tried that semester – allowing students to complete the workbook without his regular supervision. In his opinion, the experiment had failed because students at that level were not yet enough mature to develop study habits and self-discipline.

The tentative domain "Focus on principled structure" consisted of the following concepts: emphasis on specific theoretical notions, definition of course objectives, preparation and organization, order and pace of instruction, and consideration of students' needs. When I asked the teacher about any changes concerning the level of improvisation in his teaching at that point, he was not aware of any remarkable variations other than those caused by the introduction of new activities in terms of class time and interest among the students. Likewise, the teacher emphasized again the essential role played by the textbook in his instruction. In the first interview, he had already stressed his concern about selecting a text whose objectives were not only clear, but also related to the proficiency guidelines set forth by ACTFL. In this interview, Teacher E argued that an appropriate text was in fact not as relevant inside the classroom – where he would incorporate other materials of his own – as it could be outside, in terms of how it would allow students to prepare the lesson in advance (TE-12:65). The domain "The class that works" referred to the procedures to put the above structure into practice: flexibility, combination of activities and materials, and development of pedagogic routines. In this interview, I was keen to explore in more detail what the teacher meant by a "good" vs. a "bad" class. I asked him about the latter notion – the definition of a good class appears in the section for the stimulated recall. First, he emphasized the exhaustion felt after teaching a group that had drained him without giving anything in return for that effort. Next, he mentioned lack of linguistic progress, and disinterest in the cultural aspects of the course. The retrospective analysis of the classroom observations led me to incorporate another dimension within this domain – the physical organization of the instruction. The teacher described several possibilities for the distribution of students in the classroom and his own position, in connection with the teaching materials used and the arrangements for different types of activities (TE-13:66). "Classroom environment" had been defined with notions such as trust, respect, and confidence shared by all participants. In our last conversation, the teacher's impression about this dimension continued to be positive with regard to the cordiality and participation shown by the students, and their freedom to express ideas without any feelings of hostility. Next, the teacher introduced a general observation about the distribution of students in the classroom, this time concerning the difficulty of persuading students to relate to each other. To avoid this circumstance – more noticeable in the case of the international students – the teacher emphasized the need to keep students moving constantly, not only at the beginning

of the course, as long as this did not affect their performance (TE-14:66 and TE-15:66). Somehow, these comments could constitute a line of demarcation between "Classroom environment" and the previous domain of "The class that works." In other words, it appeared that the teacher put more emphasis on an efficient classroom setting, where he could make sure that everyone would have enough opportunities to use language creatively.

Stimulated recall: The purpose of the first segment (SR/TE-1:72) was to elaborate on the contrast between a "good" and a "bad" class. Specifically, the extract was intended to elicit the teacher's description of the former notion. At first, the teacher had mentioned that he did not use that expression very often. On this occasion, it came up because he thought that the group was well prepared, worked at a good pace, and met his expectations in terms of the completion of the activities, participation and involvement (TE-16:66).

The second segment (SR/TE-2:73) introduced the issue of the teacher's personal involvement with the students during the instruction. The purpose was to define the reasons and the extent to which the teacher would volunteer information about himself. In his answer, the teacher combined affective and pedagogic factors to explain why he talked about himself during his teaching. First, he stressed the importance of establishing rapport with students in order to appreciate the communicative value of language, and develop meaningful interaction. He argued that the expression of one's own experiences and interests makes language learning a much more personal and enjoyable process. From a pedagogic perspective, the teacher said that this level of communication should be an essential component of class activities, as a way to encourage the students' willingness to get involved with what goes on in the lesson. A final reason for introducing personal information had to do with the interest that students have about the teacher him/herself: "a los estudiantes les interesa saber más sobre nosotros como seres humanos" ('students are keen to learn more about us as human beings').

The third segment (SR/TE-3:74) was related to the above discussion about "The class that works" and the way in which the teacher would arrange the classroom setting for the activities according to either pedagogic or personal factors. The first reaction of the teacher concerned the relevance of linguistic repetitions as a means of assuring a more

efficient completion of the subsequent activity. In regard to his arrangements for carrying out the activity, he seemed to favor a rather pedagogic perspective – save time for the activity itself (TE-17:67). The last excerpt (SR-TE-4:74) involved the combination of English and Spanish. The teacher focused first on the efficient use of class time. He considered it important to use Spanish as much as possible, keeping in mind the lack of opportunities that students would have to practice the language outside the classroom. He could resort to English in cases when doing so would mean more time for the students to put the explanation into practice. Nevertheless, the teacher mentioned that his use of this language in the classroom was limited, and that students got used to his communication in Spanish rather quickly. Another reason for the use of Spanish in his instruction concerned the relevance for students of having a model, to see that communication in the target language was possible even at a beginner level. Next, he mentioned again his tendency to move around the room in order to assure that students would speak Spanish during the activities, as well as the need to devote more time to think about how concepts and instructions may be presented in the target language. (TE-18:67 and TE-19:67).

Final considerations

As mentioned in the discussion about their elaboration and definition, the quality of the domains – i.e., the degree to which they may reflect the views of the teachers – could be affected by factors such as the personality of the interlocutors, their common experience as participants in the investigation, and the development and analysis of the interviews. Probably, the most challenging aspect of this process was to infer a structure of relevant notions from a limited number of encounters with the teachers. Even though the interviews supplied a considerable amount of information concerning perceptions, thoughts, and concerns about teaching, their final outcome as it appears below should be considered only as an approximation to the teachers' actual systems of knowledge and experience. Likewise, the words and expressions used to designate the domains constitute an attempt to condense their complexity. The following table shows the domains outlined after the last interview, along with the dimensions that they appeared to comprise.

- Personal and professional standards in education: current situation of

Teacher A	the American system of education, family issues, problems and influences for American adolescents, need for discipline and higher standards. • Teaching at present: personal involvement with Spanish, personal and professional criteria in teaching, diversity of activities and techniques, choices to promote interest and educate students. • Changes: patience, tolerance, flexibility, humor, individual differences, learning styles, maintenance of standards and expectations. • Personal philosophy of language teaching and learning: points of reference in teaching and classroom management.
Teacher B	• "Full-time teacher": professional experience, adaptation to institutional/ academic context, teaching and administrative duties. • Organization and planning: development of language program, combination of teaching materials and resources, teaching of culture, students' attitudes toward curricular changes. • Relationship with students: attitudes, individual personalities, differences in proficiency level, classroom environment. • Personal theory of learning: adaptation of teaching materials and techniques, classroom management, learning styles.
Teacher C	• Social and institutional circumstances: motivation toward foreign languages, social and cultural context, institutional context, interruptions. • Experience: flexibility, adaptability, patience, humor, practical knowledge. • Teaching materials: role of the textbook, combination of materials, attention to proficiency and interest, classroom management. • "Everybody's mother": individual, social, and pedagogic conditions, experience, knowledge of institutional context, discipline.
Teacher D	• Points of reference: combination of teaching materials and activities, instructional goals, contact with colleagues, professional development. • "Learning how to teach": "struggle," changes in motivation and expectations, teacher personality, interaction with students. • Classroom atmosphere: institutional context, teacher and group personality, teacher roles, class size, level of proficiency.
Teacher E	• Focus on principled structure: specific theoretical notions, course objectives, preparation and organization, pace of instruction, role of the textbook, student needs. • "The class that works": flexibility, combination of activities and materials, development of pedagogic routines, physical organization of the classroom. • Classroom environment: trust, respect, confidence, personal interaction and learning progress.

Keeping in mind the above observations about the structuring of the domains and their components, the following general comments do not deal with comparisons based on

the number of areas or concepts suggested for each teacher. Rather, emphasis is given to possible trends in the general orientation of the teachers' interests.

The semi-structured design of the first interview involved the introduction of preliminary major topics – educational and professional background, teaching at present, learners, and theoretical issues. In this and the following encounters, the teachers seemed keener to discuss rather practical issues concerning their teaching and the classrooms that were part of the study. To a large extent, this attitude may derive from the similar nature of their professional routines, generally based on the transmission of information and skills so that students can learn a foreign language. Despite my attempts to stress my background as a language teacher, another possible factor could be the influence of the researcher's personal and professional characteristics in the interaction with the teachers. Likewise, my own position as a researcher with interests in teaching methodology and teacher education could have influenced my perception of an emphasis on practice over theory.

The analysis of the interviews suggested that, in addition to their inclination toward practical matters, the teachers seemed to approach their professional activities according to what could be considered as "personal theories" underlying or regarding the processes of teaching and learning a foreign language. To some degree, this may be related to a circumstance shared by all the teachers – the responsibility for developing a language program in rather small teaching institutions. (Schools B, C, and D had only one Spanish teacher, and in the other schools, Teachers A and E were the senior members of a two-person Spanish program.)

As shown in the above table, the components of these personal theories differed in the importance given to areas such as the institutional and social context of the classroom, the organization and preparation of the instructional sequence, the combination of diverse teaching materials, or the classroom setting. However, a further consideration after the analysis of the interviews might show certain patterns in the development of the theories. More specifically, the teachers appeared to be more concerned about

finding and assessing rather definite points of reference for their approach to language teaching and learning, such as the book on classroom discipline mentioned by Teacher A, the materials that Teacher B obtained in professional workshops, the adjustments made by Teacher C to her Spanish according to the proficiency and motivation of her classes, and the criteria provided by the Advanced Placement materials – Teacher D – or the ACTFL Proficiency Guidelines – Teacher E. Borrowing the terminology used to distinguish orientations to classroom interaction research (see page 23), the teachers in this study seemed to prefer an "adaptation to academic/classroom context-experience-personal theory" approach to their professional development, rather than a "theory-experience-adaptation to academic/classroom context" approach.

5.3. Classroom observation

5.3.1. The First Day

Sheet A was intended to describe the initial physical arrangements of the classrooms, and as a reference point to keep track of any changes as the period of observation advanced. The materials for this section have been divided into three parts: (a) sketch of the classroom, (b) account of the lesson and any physical conditions that could not be included in the sketch, and (c) characteristics of the students. The drawings and a full description of the arrangements have been included in the appendices ("Observations – First Day", page 96). This section begins with an overview of the physical organization of the five classrooms, provides information about the students attending the courses – their L1, age, gender, and ethnicity – and summarizes the content of the lessons (fuller individual reports appear in Appendix "Observations – First Lesson", page 98).

After obtaining permission from the teachers to enter the classroom, I occupied the position that we had previously agreed and prepared my notebook. During the lesson, I took brief notes on its development and outlined drawings in which I would include further details afterwards. I expanded the notes as soon as possible in order to incorporate more information about lessons, physical arrangements and students. This time I did not request the teachers to furnish me with a lesson plan, since the purpose of my reports would be rather descriptive.

Teacher A considered it more convenient to have the first observation after the initial week of classes, because of the typical process of adjustment to the new academic year in the school. In the case of Teacher B, the date of the first observation was determined by the conclusion of work done in the main building of the school. The first observation for Teachers B, C, D, and E coincided with the first days of school, which meant that the lessons lasted about half the regular period. The actual schedule was as follows:

Teacher A	4 September	45 min.
Teacher B	4 September	30 min.
Teacher C	26 August	20 min.
Teacher D	9 September	20 min.
Teacher E	25 August	30 min.

As might be expected, the classrooms in the public high schools exhibited a larger number of similarities such as the organization of the students' chairs in columns and rows; a TV monitor and a speaker above the board connected to the principal's office; a clock on one of the walls, billboards displaying brochures, announcements, signs in Spanish, etc.; one or more filing cabinets and bookcases; bell ringing at the beginning and the end of the lesson periods, etc. Classrooms B and C were significantly larger than Classroom A, and contained more furniture. The desks of Teachers A and B were located in front of the students but closer to a wall, while Teacher C's was in between the first row of chairs and the board, and above a platform. Teachers A, B, C, and D taught all of their classes in the same classroom, which allowed them to arrange the decoration to their taste – maps, posters, signs, etc. Even though it was the smallest of the five, Classroom D displayed a wider variety of materials, which also appeared to be changed with a certain frequency – e.g., collages showing family trees and pictures, Halloween masks, signs with Spanish proverbs, etc. The students' chairs in Classrooms D and E were arranged in a semicircle. The distance between the chairs and the teacher's desk – located at the front – was greater in Classroom E – more spacious than all the other rooms. This classroom was shared by teachers of different subjects, and had fewer pedagogic materials on display (see Appendix "Observations – First Day").

Classroom A had 28 students – 24 girls and 4 boys – of ages 15-17. It was a rather homogenous class in terms of the L1 of the students – English – and their ethnicity – white, except one African-American girl. Seating arrangements were made at the beginning of the course according to the students' preferences. Three of the boys were next to each other in the column near to the window – opposite to the teacher's desk – while the other boy seated in the column facing the teacher. Classroom B began with 14 students, but two withdrew after a few weeks due to their academic performance. There were 11 girls and 3 boys of

ages 14-17 – except for one 18 year-old boy in his last year – native speakers of English and white. Teacher B had placed the three boys in the first row – near her desk – and the girls in the columns behind them. This organization did not change during my observations. Classroom C had the same number of students (30), with 16 girls and 14 boys of ages 14-18, all of them native speakers of English. The academic background of these students was more diverse than in Classrooms A and B with regard to their year of study. There were 4 African-American students – 2 girls and 2 boys. Seating arrangements were also determined by the teacher. Boys tended to be seated in the first rows and in the columns near the windows or the wall, around the girls' chairs in the center. A few students were moved to the front during my observations due to disruptive behavior and poor academic performance. Classroom D had 6 girls – 5 after the fourth week – all native speakers of English. Apart from a 14 year-old, the other girls were 15-17 – one in her last year of studies. One of the girls was Asian American, and another Arabic American. Generally, the seating arrangements – made by the students – were the same except for changes suggested by Teacher D in small group activities. After the withdrawal of a male student in the fifth week, Classroom E had 18 students – 10 female and 8 male. Their age was more diverse than in the other groups: there were 8 first-year students (17-18), 7 in their second and third year (18-20), 2 in their last year (20-21), and one 24 year-old German male. In addition, a significant percentage were native speakers of languages other than English – German (2), Arabic (1), French (1), and Japanese (1). The distribution of students was arranged according to their preferences, and varied with a certain frequency in relation to changes made by the teacher for group work activities.

The first day for Courses B, C, D, and E consisted of activities involving the presentation of course objectives and general procedures, and the practice of (a) lexical items and functions for personal introductions and greetings, and (b) classroom words and expressions. The main objective in Classroom A was to practice the regular forms of the Spanish preterite with activities from the textbook – some of them involving group work. At first Teacher B described several rules to be observed during the year – posted next to the board. Next, she showed the students several changes in the decoration. After that, she distributed the books and made several points about the aims of the course. Finally, the class worked on a role-play

activity to practice formal and informal greetings. Teacher C first assigned seats to the students, and then handed out forms to be filled in with personal information. After a few minutes devoted to practicing personal introductions, the teacher handed out the textbooks and talked about their content, with specific emphasis on keeping a balance between grammar and speaking. Even though this was the first actual lesson, Course D had already met briefly the day before to discuss the course objectives and procedures. For this reason, after Teacher D introduced me to the students, the lesson centered on the completion of a reading activity from one of the texts. At the end, the teacher spent a few minutes to explain the homework for the following day. Teacher E first distributed index cards for the students to write down basic personal information in English. Next, he provided the students with the course syllabus and described its content as the students filled in the cards. At the end, he introduced me to the class, and said goodbye in Spanish (see individual reports in Appendix "Observations – First Lesson").

5.3.2. On-Site Observation

The data for Sheet B was collected from 57 lessons taught over a period of 16 weeks. The table below shows the weekly schedule of the observations:

Monday	Tuesday	Wednesday	Thursday	Friday
	8:15 – 8:50 am Classroom C Spanish I 30 students Public high school			
			9:05 – 9:50 am Classroom B Spanish II 14 students (12)* Public high school	
	10:30 – 11:12 am Classroom D Spanish III 6 students (5)* Private high school			11:00 – 11:55 am Classroom E Spanish I 19 students (18)* Private college
			1:05 – 1:50 pm Classroom A Spanish II 28 students Public high school	

* Number of students at the end of the period of observation.

Due to a number of unforeseen incidents during the period of observations, on several occasions I could not follow some of the procedures and precautions detailed in the Appendix "Methods – Procedures" (page 3). There were also other academic circumstances that prevented me from observing specific lessons. For instance, School D had a monthly "macrolesson" which had twice the duration of a regular period. I was unable to attend these classes because of my observation on the same day at School C. In addition, several classes were cancelled for different reasons, most often due to vacations, holidays, in-service days, etc. The Appendix "Observations – Schedule" (page 109) provides an overview of the lessons observed for each teacher, including brief references to the academic or technical incidents that affected or impeded specific observations. Likewise, the Appendix "Observations – Arrangements" (page 111) describes (a) the physical organization of the classrooms and (b) the teachers' behavior prior to the beginning of the lesson.

Teachers B, C, and E preferred to hand me their lesson plan at the beginning of the lesson. Teacher A did not seem to follow a specific routine for this procedure, and sometimes he would leave the classroom either before or at the end of the observation to make a copy of the plan at the main school office. Teacher D wrote down his plan and handed it to me at the end of each lesson. (The Appendix "Observations – Lesson Plans" in pages 104-108 contains sample plans by each teacher for the same lesson number.)

Teacher A tended to prepare plans based on specific lexical areas or grammatical items – e.g., "in a hotel," "shopping," "regular/irregular past participle," "preterite vs. imperfect," etc. Teachers B, C, and D indicated the pages and activities to be covered during the lesson. Teacher B also included references to cultural items that would be presented by either herself or the assistants who participated in her classes after the first half of the observations. Finally, Teacher E prepared more detailed plans, generally combining reminders about school events, indications concerning pages and

activities, and information about communicative and/or grammatical items to be covered during the lesson.

The organization, content, and detail of the plans differed greatly. Sometimes this made it difficult to code a definite stage over other options in the on-site observation. Furthermore, a lesson plan may not always reflect the more subtle "real plan" that teachers have in mind considering what has been done in previous lessons, the overall objectives for the unit or the course, and/or other circumstances related to the dynamics and environment of the classroom. To the extent possible, the analysis of verbal and non-verbal behavior in the retrospective analysis supplied information to refine the selection of stages made during the classroom observations.

I have organized the analysis of the data from Sheet B around five individual reports concerning (a) the instructional stages and substages, and (b) the non-verbal behavior of the teachers. The reports are based on tables accounting for the sequence and duration of the stages, and the appearance of the substages (in Appendix "Observations – Stages and Substages", pages 127-167), narrations of the non-verbal interaction between teachers and students during the lessons and, to a lesser degree, materials derived from the background description, the interviews, and the teacher journals. Data in the reports facilitate comparisons between the courses, keeping in mind their different level and specific academic contexts. Issues derived from new areas of interest developed during the data collection process have been asterisked.

- Order in which the stages develop in each lesson, and their duration
- Frequency of appearance of the stages as the instruction progresses
- Location and nature of substages within the stages coded *
- Development of substages over the period of observation *
- Characteristics of non-verbal behavior over the period of observation
- Control over stages and substages by teacher or student(s)

Teacher A

The table below shows how the 280 stages were distributed in the 13 lessons:

Lesson 1 – 46 stages
Lesson 2 – 20 stages
Lesson 3 – 24 stages
Lesson 4 – 15 stages
Lesson 5 – 45 stages
Lesson 6 – 10 stages
Lesson 7 – 10 stages
Lesson 8 – 15 stages
Lesson 9 – 18 stages
Lesson 10 – 28 stages
Lesson 11 – 20 stages
Lesson 12 – 18 stages
Lesson 13 – 11 stages

With the exception of Lessons 1 and 5, each period contained less than 30 stages, with 9 between 10-20 stages. The average number of stages for the 13 periods was 21.53, which went down to 17 if one does not count Lessons 1 and 5, devoted to playing "Bingo." This vocabulary game involved a constant rotation of the stages AC and FE without many IN until the end, when the teacher had the class pronounce the words for the lesson after him. Lesson 10 combined several reading activities with the completion of a grammar worksheet, which was later corrected by groups of students going to the board. The next table breaks down the stages according to their duration:

Stages 0-1 min.	Stages 1-3 min.	Stages 3-5 min.	Stages of more than 5 min.
154 (55%)	82 (29.28%)	13 (4.64%)	31 (11.07%)

Longer stages tended to appear at the end of the lessons. These stages were often AC and SM, with a duration of 3-29 min. and 1-10 min. respectively. In seven instances, the teacher provided IN for upcoming assignments or tests in between the above stages. The SM at the end of every lesson did not conform strictly to my original definition, because the teacher seldom interacted with students during the stage. Rather, he would remain in his desk taking notes or arranging his teaching materials. From this position, the teacher addressed requests to individual students concerning their behavior in five occasions, and gave information about assignments or exams to the whole class twice.

The limited previous research on lesson openings suggests that they usually take up about the first five minutes of a lesson (Kindsvatter et al., 1996). They may be used as a way to review what was done in the previous lesson and connect it to the new content. They may also help students prepare themselves for a different learning environment and, at a more practical level, they may contribute to reducing the level of initial noise and the disruptions caused by latecomers (McGrath, Davies, and Mulphin, 1992). The lessons conducted by Teacher A invariably began with greetings – lasting 4 to 27 seconds – in Spanish (coded as LC/SM because they were not included in the lesson plan), often followed by IN – lasting 8 seconds to 1 minute – concerning the first or the main PR or AC of the lesson. Besides replying to the greetings, the class did not have any verbal interaction with the teacher during these stages. He generally started the lessons standing at the front, or walking from the door after having closed it. He would then move to either side of that area if he needed to pick up paper or other materials from his desk or the containers near the window.

The following table shows estimated percentages of occurrence and duration for the 280 stages (605:35 min.):

DM		**AM**		**SM**		**LC**		**PR**	
Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur
1.7	0.4	0.3	0.1	4.9	11.9	-	-	6.7	8.3

IN		**AC**		**AS**		**FE**		**Combinations**	
Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur
30.7	8.9	28.2	56.8	1.4	2.4	18.3	9.2	6	1.8

In most cases, the lessons involved the combination of IN with one or two main stages of longer duration – i.e., AC, AC and FE, and less often AC and PR. This pattern, which could be initially related to the teacher's emphasis on a few specific items in each plan, did not include much variation in the occurrence of other stages in the same lesson. As mentioned earlier, the stages tended to last longer as the lessons advanced – AC in

particular. The exception to this trend were the directions provided by the teacher (IN), which in most cases lasted less than 1 min. (83.2% <1 min., 16.8% >1 min.), without any significant change as for their occurrence in different parts of the lesson. The above-mentioned lack of variation may also be noticed in the percentage of combined stages (8.9% excepting Lessons 1 and 5). Besides the sequence LC/SM, the other combinations often included IN as one of the elements, and then either PR (presenting a new verb tense and describing the content of an forthcoming test, and talking about a series of reading activities done the year before while asking the class to take the books and look for a text) or FE (providing directions for a new AC and evaluating the previous AC). Finally, in three instances the teacher combined the initial greetings with IN for the first AC or PR.

In a parallel manner, the physical position of Teacher A during the lessons followed rather fixed patterns. With the exception of most AC completed individually or in groups, the teacher remained standing in the front, at a distance of approx. 50-60 cm. from the first row. He tended to move slowly from one side to the other during PR, facing either the board – with brief outlines of grammar items – and to stay in the same place for IN and FE. In AC, the teacher generally walked in between the rows offering brief (5 to 25 seconds) solicited or unsolicited AS to individuals or pairs, leaning toward them at a distance of 25-30 cm. Often these inspections were combined with periods in which the teacher remained in the same position – standing by the window near the board or against the wall with the entrance door, and sometimes sitting behind his desk. In these periods, he was silent, and maintained visual contact with the group until someone requested his assistance.

During the last SM the teacher often seemed to withdraw himself from interaction with the class. In our second interview, he described his behavior as an attempt to create a favorable atmosphere in his courses by giving students a few spare minutes to relax before they went to their next class. The students' behavior during these last minutes varied: some individuals remained in silence until the bell rang, while others talked in groups of 2-3 people sitting in the same area. The substages concerning DM during this period were all related to students talking too loudly or trying to speak with peers sitting away from their desks.

In comparison to the stages AC, FE, IN, and PR, the number of other stages coded during the period of observation was lower, and in their majority related to DM. Out of the four recorded – 23-42 sec. – three involved individual students and one the whole class. The following table presents the substages that appeared in each lesson (in the discussion as "sDM," "sAM," "sSM," etc.):

	DM	AM	SM	LC	PR	IN	AC	AS	FE	Combinations
Lesson 1	4	1		2		6				1 SM/LC
Lesson 2		1	1	2		6				
Lesson 3	3		1			6		2	1	
Lesson 4	1	4				3		1		
Lesson 5	5		3			5				
Lesson 6	3					1		2		1 DM/LC
Lesson 7	1	1				2				
Lesson 8	1	2	1			8				2 SM/LC
Lesson 9	1		3			1				
Lesson 10		1	1	1		2				1 SM/LC
Lesson 11						1		3		1 IN/DM
Lesson 12	2					2				2 SM/DM
Lesson 13	2	1	1			2				
Percentage % (total of 112)	20.5	9.8	9.8	4.4	-	40.1	-	7	0.9	7.5

Most sIN occurred at the beginning of either AC or FE, while sDM tended to appear at different moments of PR, AC, FE, or IN. As in the case of the stage DM, sDM were more commonly addressed to specific individuals in the group, with fewer instances involving the whole class. sAM generally consisted of comments on absent students and school field trips, with three caused by a teacher (2) and a student from a different Spanish class. Teacher A did not interrupt the development of the corresponding stage in any of these occasions. Four sLC were brief comments on new vocabulary or expressions, and one was a reminder for students concerning the conjugation for the Spanish preterite while working on an AC. All sAS occurred during AC, most of them after the teacher had apparently dealt with similar questions about the same item addressed by several students.

The question of who initiates a stage or a substage – teacher or student(s) – may have different answers depending on how it is approached. More precisely, it might be feasible to consider episodes involving discipline, or assistance during an activity, as initiated by one or

more students interrupting the progress of the lesson with specific requests or behaviors. On the other hand, it is the teacher who initially, from his or her position as the person in charge of the classroom setting and the instruction, decides to take into account these interventions, and to incorporate them as part of the general sequence of instructional stages and substages. For this reason, I attempted to observe a distinction between (a) interventions from one or more students without an apparent effect on the intended instructional sequence, and (b) interventions from the teacher due to specific behaviors or occurrences coming into his or her attention during the instruction.

Out of the 283 stages coded, I observed only three instances initiated by one or more students: 2 AS (27 sec. and 28 sec.) and 2 DM (42 sec. and 35 sec.). The first AS arose during a teacher-centred AC, when a female student addressed a question about the pronunciation of a word. The second AS happened while the teacher was giving IN and a female student did not understand the use of a grammar item in the model provided in the book. The 2 DM took place during the same lesson, and were both related to the behavior of a female student who did not seem too keen to participate in a vocabulary game. As to substages initiated by students, I coded 9 out of a total of 112. Seven of these substages were related to sIN requested by students during either IN or AC, and the other two were sAS and sAM, both observed during the development of AC of long duration.

The frequency of interventions from students is one of the features defining the transitions between the instructional stages. In the case of Teacher A, the low frequency described above may in part be one of the reasons for which the transitions tend to be generally brief and succinct. Another factor could be the physical position and non-verbal behavior of the teacher while moving on new stages during the instruction. These characteristics are discussed during the section on the retrospective analysis, in combination with a more closely examination of the linguistic means employed by the participants during the transitions.

Teacher B

The table below shows the distribution of the 278 stages coded in the 11 lessons:

Lesson 1 – 36 stages
Lesson 2 – 28 stages
Lesson 3 – 39 stages
Lesson 4 – 18 stages
Lesson 5 – 29 stages
Lesson 6 – 24 stages
Lesson 7 – 28 stages
Lesson 8 – 8 stages
Lesson 9 – 22 stages
Lesson 10 – 16 stages
Lesson 11 – 30 stages

Considering the duration of the class periods in School B (40:00 min.), the number of stages was noticeably higher than in the lesson taught by Teacher A (45:00 min.). Except for Lessons 8 and 10 – both exam days – and Lessons 4 and 9 – with cultural activities of longer duration – the rest contained between 25-35 stages each. The average for the 11 lessons was 25.27 stages. In general, the instruction appeared to advance by shorter stages, in most cases of less than five minutes, as shown in the following table:

Stages 0-1 min.	Stages 1-3 min.	Stages 3-5 min.	Stages of more than 5 min.
136 (48.92%)	106 (38.12%)	24 (8.63%)	12 (4.31%)

The beginning of the lessons consisted of greetings in Spanish – coded initially as AC and later as SM, when they were not indicated as part of the lesson plan – occasionally combined with comments or questions about absent students. After the greetings – 8-36 sec. – the teacher would usually provide IN for the first activity, and sometimes outline the plan for the day with a PR. The latter option was followed if the lesson included a special activity – e.g., the visit of the Colombian exchange student. At the end of the period of instruction, the presence of the student teacher in the classroom coincided with more irregular and longer openings, with greetings occurring after the first 2-3 min. of the period. On the contrary, the physical position of the teacher during the initial minutes did not vary: standing in the front of the room – after having closed the door – at a distance of approx. 30-35 cm. from the first row.

The next table presents estimated percentages of occurrence and duration for the 278 stages (457:15 min.):

DM		AM		SM		LC		PR	
Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur
0.3	0.1	0.7	0.15	1	0.2	4.3	3.4	14	18.6

IN		AC		AS		FE		Combinations	
Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur
34.9	21.4	23.4	39.5	0.3	0.2	11.4	9.5	7	4.4

The prevailing stages in terms of both occurrence and duration were IN, AC, and PR – followed by FE. IN was the only stage that appeared regularly in all the lessons, combined with either the completion of activities (AC), the correction of homework (FE), or the presentation of new grammatical or lexical items (PR). In this respect, the lessons did not generally contain all the four stages, but rather IN with one or two of the other stages – e.g., IN-PR-PR-AC; IN-AC-AC, IN-IN-FE, etc. Even though its total duration was noticeably higher, the average length of IN was between 0-2 min. (91.5% <2 min., 8.5% >2 min.). The same may be said of AC, with only seven instances with more than 5 min. – including the two exams, of 27:35 min. and 27:03 min. respectively. As she indicated in the interviews, the teacher was keen to raise the general level of the Spanish courses after her assessment of the situation left by the old teacher. This interest could be observed in the content of a significant number of PR – reviews of materials from lower-level courses. In addition, the teacher provided PR before having the class complete the tests. FE was mainly related to the correction of homework, rather than elaborating on activities completed in class.

The content of LC referred to either geographical or cultural facts, lexical and grammar items, and – in the last lesson – a comment on how children learn a second language. LC was also one of the common components of the combined stages: FE/LC, AC/LC, PR/LC, IN/LC, and SM/LC. Four of the five instances of the latter combination occurred in the last lesson, which was as well the last day for the student teacher (in Course C since Lesson 8). The topics introduced in these four SM/LC were not related to each other – e.g., a description in

Spanish by the student teacher about his new position, or a series of questions to find out who already had a Christmas tree at home. The other four instances of SM along with another stage came up during lesson openings involving either administrative matters or directions for the first AC. Combinations with IN generally occurred at the beginning or the end of a lesson, and involved a different stage in the six instances coded.

During the instruction, the teacher tended to maintain the same position as in the lesson openings – standing in the front at a distance of 30-35 cm. from the first row. For the most part, the exceptions to this pattern were related to the few occasions in which the students were asked to work on AC in groups, or during the two exams. Then, the teacher would walk around the students' desks providing solicited or unsolicited assistance leaning over them at approx. 20-25 cm. In AC or FE completed through series of questions and answers, the teacher would face the individuals whom she called on, keeping a distance of 30-35 cm. except for instances in which she approached a student to point a page in the book or a specific item in the textbook exercise. Occasionally, the teacher would lean against the window near her desk during longer AC. During PR, the teacher remained near the board, where she would write information concerning new items or materials under review. The presence of the student teacher in the last three weeks of observation did not seem to affect the above patterns. The teacher occupied the front, and the student teacher spent most of the time either seated in a desk behind the students, or standing near the teacher.

At the end of all the lessons, the teacher provided IN concerning the homework for the following period, facing the students and writing on the board alternatively. The closure coincided twice with the beginning of the last AC in the plan. In these instances, the teacher provided brief IN about the homework as the students were leaving the room. Based on her comments during our interviews, this pattern in the lesson closures could be related to the teacher's emphasis on having students work harder than in the previous years with the old teacher.

The substages that appeared in each lesson are as follows:

	DM	AM	SM	LC	PR	IN	AC	AS	FE	Combinations
Lesson 1	3	2	1	1		2			1	1 LC/SM
Lesson 2	3	1	1			4		1		1 IN/DM
Lesson 3	2	1	2	3		6		3	1	
Lesson 4			2	1		6		2		
Lesson 5		3	1	4		3		1	1	
Lesson 6	2					4				
Lesson 7			3	2		5		2		1 DM/IN
Lesson 8			1			7				
Lesson 9		2	4	1						
Lesson 10								3		
Lesson 11	1		1			3				2 SM/LC
Percentage % (total of 108)	10.18	8.33	14.81	11.11	-	37.03	-	11.11	2.77	4.62

As with Teacher A, sIN was again the most common substage, overall during AC, FE, and PR. The main difference between the two teachers lay in the percentage of sDM, which for Teacher B often involved calling on two male students seated in both extremes of the first row. Half of the sAM concerned attendance, and the rest were comments on field trips, school facilities or classroom materials. sSM were often related to personal information about herself or individual students that the teacher would share with the class – e.g., a student who had worked as a cook, the teacher's knowledge of other languages, etc. Like the stage LC, sLC focused on either cultural facts or lexical and grammar items. On several occasions during sLC the teacher requested me to volunteer information about the topic under discussion – pronunciation of a word, use of a particular expression in my dialect, etc. Finally, sAS would appear in either AC, PR, or FE, depending on the objective(s) of the lesson.

With regard to the occurrence of substages, one may note a progressive decrease as the period of observation advanced. To a certain extent, this circumstance could be related to the lower number of student interventions taking place during the instruction, and to the students' gradual understanding of the teacher's expectations concerning class work and discipline. This was pointed out by the teacher in the second and third interviews, often in relation to my presence in the classroom as an observer and its effect on the students' attitudes. The second noteworthy feature is a tendency of the substages to appear either at

the beginning or at the end of the lessons. This observation may also be related to a more general perception about the pace of instruction: the lessons often began with a sequence of rather detailed IN or PR, sometimes interrupted by questions or comments from the students, then, the pace seemed to step up as the instruction progressed; at the end of the lesson, IN regarding the assignments would again entail a higher number of requests and clarifications from either teacher or students.

The number of stages and substages initiated by students was 13 (out of 278), and 32 (out of 108). In both cases, the interventions dealt frequently with IN about classroom activities, assignments, and tests (22 out of 45 occurrences). The rest involved a roughly equal number of other events – AM, DM, AS, DM, LC, and FE. As in the case of the substages initiated by the teacher, the student interventions were more common in the first lessons, and decreased gradually by the end of my observations. Not all the class would usually take part in these episodes, but rather a boy and a girl sitting in the first and last rows respectively. The fact that the boy missed a number of lessons during my observations might have had an effect on the number of interventions coded.

The transitions between stages showed two main characteristics. First, they regularly involved requests or comments addressed to the group or individual students in order to, for example, read explanations or directions from the book, or answer questions about the material to be covered in the next stage. In this respect, the second feature was a noticeable degree of student participation in the transitions that, as seen in the above discussion about interventions, would not always keep a connection with the intended sequence of the lesson plan. To some degree, this process may have influenced what I perceived as an irregular duration of the transitions during stages, as well as their linguistic structure.

Teacher C

The distribution of the 268 stages is as follows:

Lesson 1 – 21 stages

Lesson 7 – 28 stages

Lesson 2 – 28 stages
Lesson 3 – 23 stages
Lesson 4 – 17 stages
Lesson 5 – 22 stages
Lesson 6 – 27 stages
Lesson 8 – 32 stages
Lesson 9 – 22 stages
Lesson 10 – 15 stages
Lesson 11 – 15 stages
Lesson 12 – 18 stages

Even though the school schedule indicated that these were 35-min. periods, their average duration was of about 40 min. The average number of stages for each lesson was 22.33 – halfway between Teachers A and B. Excluding Lessons 10 and 11 – devoted in part to quizzes – the average increased slightly to 23.8. The quizzes given by Teacher C were based on translations from English into Spanish and vice versa of short vocabulary lists, and did not take up the whole period. In Lesson 4, the teacher spent about 20 min. on three AC – question/answer, pair work, and dialogues based on the previous group-work activity. Lesson 12 combined PR and another AC in pairs. These two were the only instances of group work noted during my observations, with the rest of AC and FE based on a question/answer dynamics between teacher and students.

The next table breaks down the stages according to their duration:

Stages 0-1 min.	Stages 1-3 min.	Stages 3-5 min.	Stages of more than 5 min.
118 (44.02%)	103 (38.43%)	31 (11.56%)	16 (5.97%)

With a considerably higher number of students (30), Teacher C tended to structure her instruction around short stages – like Teacher B, with 10 students. The percentage of stages with a longer duration was a little higher for Teacher C – generally AC and FE, and SM at the end of the lessons.

The openings did not seem to follow any consistent pattern. Sometimes, the teacher greeted the students in Spanish and moved on the first activity through a brief transition. More frequently, the first minutes were devoted to a diversity of administrative matters – announcements, lunch passes, extra-curricular activities, etc. In this regard, it may be relevant to point that this was the first period of the day, which meant that the teacher had to deal with a number of endeavors not directly related to Course C.

During the first minutes of each lesson, the teacher remained standing by her desk, taking notes, preparing the lesson materials, or talking with individual students for different reasons. The teacher spent a few minutes at the beginning of every period assigning work to a male student who had not been able to enroll a higher-level Spanish course because of his school schedule. After obtaining his assignments, this student took a seat in the same desk from where I carried out my observations, in the back of the classroom. Once the teacher had finished her preparations, she usually stepped down the platform, and continued the instruction standing before the first row of students, keeping a distance of approx. 30-35 cm.

The table below contains estimated percentages of occurrence and duration for the 268 stages (479:01 min.):

DM		**AM**		**SM**		**LC**		**PR**	
Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur
-	-	1.1	1.1	4.1	7.7	3.7	3.1	7.1	7.3

IN		**AC**		**AS**		**FE**		**Combinations**	
Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur
33.5	18.2	25.8	37.2	-	-	15.4	17.5	9	7.7

Like Teacher B, this teacher usually combined IN with one or two of the other prevailing stages – AC, FE, or PR. Lessons tended to center around a series of activities alternated with directions, or around the presentation and practice of new grammatical or lexical items. More often than the two previous teachers, Teacher C spent class time on going over assignments – the main component of FE. Another characteristic was the lower frequency of PR in the instruction, perhaps related to the level of the course. This stage appeared in seven lessons, four concerning the introduction and pronunciation of new words, and three – of longer duration – dealing with the presentation or review of grammar structures. Besides the latter group of PR, which appeared in consecutive sequences of two, three, and four, the rest of major stages were separated by IN – e.g., AC-IN-AC, IN-FE-IN, PR-IN-AC, etc.

SM and combinations of stages had the same average duration, even though SM occurred less often. As in the case of Teacher A, longer SM appeared at the end of the lessons. Then, the teacher usually approached her desk in silence and displayed a similar behavior as during the first minutes – i.e., dealing with individual students or arranging instructional materials. Likewise, the majority of combinations of stages linked SM with IN, AC, FE, and more often LC. Frequently, these combinations involved comments by the teacher about students or young people, generally addressed to the whole class. The other common combination had DM as one of the components, this time also containing remarks to specific individuals in the class. Like the previous type, this group tended to appear either at the beginning or at the end of the lessons.

The physical position of Teacher C was quite consistent during the period of observation. In our last interview, she mentioned that standing in the front of the room made it easier to maintain a certain control of the group, considering its unusual size and the level of the course. The only instances in which she would move to a different position were when the class was working on group-work activities. She would then walk around the pairs, with a tendency to spend more time in the area near her desk. During the presentation of new vocabulary or the quizzes, the teacher sometimes alternated translations into English with a number of gestures with her face and arms, in order to clarify doubts about the meaning of the words. As mentioned before, by the end of the lesson the teacher usually went back to the platform and remained there until the bell rang. The few times that the teacher called on the whole class during these minutes involved attention to matters of discipline.

If Teacher A seemed to intensify the pace of his teaching during the first part of his lessons, and Teacher B as her instruction advanced, Teacher C concentrated the materials outlined in her plans on the middle section of the lessons – approx. 25-28 min. This observation may be related to the occurrence of both certain combinations of stages and substages. The table below presents the latter events:

	DM	AM	SM	LC	PR	IN	AC	AS	FE	Combinations
Lesson 1	1	2	5	8		5			1	

Lesson 2	5		3	2	4			2 SM/LC, 1 DM/SM
Lesson 3	3	1	2		6			1 IN/SM
Lesson 4	5		4		2	2		2 SM/DM, 1 IN/DM
Lesson 5	4		1		4			
Lesson 6	3	1		1	7		1	1 IN/DM
Lesson 7	7	1	3	2	11		1	1 IN/DM
Lesson 8	1	1	1	7	2	3	1	4 SM/LC
Lesson 9	6		6	1	2	1		
Lesson 10	1			1	3			1 SM/LC
Lesson 11	3		3		1		1	1 IN/SM
Lesson 12	1		2		7			1 SM/PR
Percentage % (total of 179)	22.34	3.35	16.75	12.29	30.16	3.35	2.79	8.93

Combinations of stages with SM or LC, and sSM and sLC often occurred either by the beginning or at the end of the lessons, although sSM and sLC were also coded as part of AC or FE during the instruction. On the other hand, sDM and sIN appeared more regularly, with a higher frequency than any of the other teachers participating in the study, and during all the stages making up the lessons. The number of stages initiated by students was five out of a total of 268 (1.86%). They were 2 LC – about the meaning of expressions in Spanish – 1 IN, 1 FE, and 1 FE/IN. As for substages, the percentage was remarkably higher (26 out of 179; 14.52%), and the content connected in general with IN during either AC or IN.

Teacher D

The first table shows the distribution of the 152 stages coded:

Lesson 1 – 17 stages
Lesson 2 – 19 stages
Lesson 3 – 16 stages
Lesson 4 – 13 stages
Lesson 5 – 17 stages
Lesson 6 – 12 stages
Lesson 7 – 10 stages
Lesson 8 – 11 stages
Lesson 9 – 18 stages
Lesson 10 – 19 stages

With a slightly higher duration (42:00 min.) than those of the previous teachers, the periods of Teacher D exhibited a noticeable lower average of stages: 15.2 per lesson. The irregular distribution of stages during the period of observation may be based on a number of reasons. In contrast to the other courses, the level of Course D – Spanish III – could involve a need for longer stages to present, practice, and review grammatical or communicative

items of a greater difficulty. Also, this group was the smallest – six students, five from Lesson 5 – a condition which could allow the teacher to spend more time on each section of his lesson plans. In this respect, another factor could be the reduced number of items that Teacher D noted in these plans. The following consideration had to do with the decision to discard the grammar book, and focus instead on activities intended to promote oral interaction in the course. The last two lessons consisted of a series of explanations and practice in preparation for a comprehensive midterm exam – to be taken the week before the Christmas break – which made the number of stages rise again.

The next table indicates the number and percentage of stages broken down by duration:

Stages 0-1 min.	Stages 1-3 min.	Stages 3-5 min.	Stages of more than 5 min.
66 (43.42%)	37 (24.34%)	23 (15.13%)	26 (17.1%)

As in the other courses, stages lasting 0-1 min. were the most frequent, and often related to the provision of instructions for the activities. However, with Teacher D the occurrence of stages within the above four groups seemed to be a little more balanced. Overall, this is due to the occurrence of longer stages – 3-5 min., and more than 5 min. – at irregular intervals during the lessons, in combination with stages from the other groups. Longer stages consisted in general of AC, PR, and less often, FE.

Most of the beginnings in these lessons were devoted to taking attendance registers and reviewing homework. At first, the teacher was often behind his desk, taking notes or arranging materials in a standing position. He would greet the class in Spanish from there, and then request the students to produce the homework as he moved to the first row to begin an individual inspection of the assignments. At the same time as the teacher completed his review, the students often engaged in conversations in English about a variety of personal and academic issues. Occasionally, an individual addressed a comment, query, or request to the teacher, who would deal with it before going on with the next stage. The teacher did not collect any homework on the day of

the exam, nor in a lesson which began with comments about a student who had recently died in a car accident.

The third table contains estimated percentages of occurrence and duration for the 151 stages (415:35 min.):

DM		AM		SM		LC		PR	
Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur
-	-	3.3	1.5	1.3	1.1	1.9	0.6	11.3	18.7

IN		AC		AS		FE		Combinations	
Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur
38.2	13.3	18.6	41.3	-	-	15.2	17.8	9.9	5.7

The lesson plans of Teacher D tended to focus on a limited number of points, usually involving the presentation of grammar structures – at the beginning of the course – a combination of new items with practice – PR and AC – and less frequently, the review of homework completed by the whole group. For this reason, the sequence appeared to be rather irregular, at least with regard to the combination of the more common stages during the same instructional period. IN was again the exception to the above pattern, with a regular occurrence in all the lessons observed. Even though the majority of IN lasted less than one minute (65.5% <1 min., 34.5% >1 min.), the contrast with IN of longer duration was less wide than with the other teachers. Two possible reasons for this figure might be (a) the above-mentioned complexity of the content and activities of the course, and (b) a noticeable frequency of interruptions and interventions.

Compared to AC, PR, FE, and IN – in that order – the percentage of occurrence of the other stages was quite low. AM alone or in combination was usually coded when the teacher took attendance registers at the beginning of the lessons. Two of the three LC – 1:39 min. and 34 sec., respectively – were the last stages of different lessons, and the third one – 34 sec. – occurred at the end of an exchange between the teacher and two

students concerning homework. LC consisted of questions and comments initiated by the teacher about Mexico, and the nature of language and language learning. The two SM took place at the end of different lessons, both initiated as well by the teacher – a picture of the class for pen pal friends of the class, and a request for poems or other materials dedicated to the deceased girl. Besides those involving AM, the combined stages often included IN, SM, and LC, and tended to appear either by the beginning or the end of the lessons. On the other hand, combinations made up with AC or FE occurred during the instruction.

As in the case of Teacher B, the pace tended to quicken as the instruction advanced. Possibly, the difference between these two teachers in this regard was that, while Teacher B maintained her pace until the end of the observations, Teacher D showed a gradual progression, more noticeable after the four initial lessons. This could be related to a re-definition of the general purposes of the course, mentioned by the teacher in our second interview, and reflected in the rejection of the grammar textbook. In terms of classroom management, this apparent change in the pace of instruction could also be influenced by the withdrawal of a student who displayed a rather disruptive behavior while attending the course.

At the beginning of the period of observation, Teacher D spent more time either behind his desk or standing in between the desk and the board. Considering the small number of students and the size of the classroom, the teacher seemed to combine that position with longer periods in the front, between the first row and the board. During AC in groups, he walked around and provided solicited or unsolicited AS leaning over the students at a distance of 15-20 cm. If the activity lasted more than 5-7 min., he often alternated his walks with intervals in which he remained behind his desk seated on his chair or standing. When AC were followed by reports on what the groups had worked on, the teacher took his chair and sat in front of the first row at approx. 150 cm. At the end of the lessons, the position would be similar to that in the beginning, in order to provide IN regarding the homework for the following period.

The following table shows the substages for each lesson:

	DM	AM	SM	LC	PR	IN	AC	AS	FE	Combinations
Lesson 1	2	2		3	1	9			1	2 SM/LC, 1 IN/LC
Lesson 2	3	1	2	2		13			1	2 IN/DM
Lesson 3	2		4		2	5		1	2	1 SM/LC
Lesson 4	1	1	6	6		11				1 SM/LC
Lesson 5	1		3			6		2	1	1 IN/DM, 1 IN/SM, 1 IN/FE
Lesson 6		1	1			8		1		1 FE/IN
Lesson 7								2		
Lesson 8		1	4			8			2	1 FE/SM
Lesson 9				2		10			2	
Lesson 10		1	1			6			1	
Percentage % (total of 157)	5.7	4.5	13.4	8.3	1.9	48.4	-	3.8	6.3	7.6

Teacher D had the highest frequency of substages (1 per 1:59 min.), closely followed by Teacher C (2:05 min.). Starting from the other end of the range, the order is: Teacher E (14:09), Teacher A (5:24 min.), and Teacher B (4:14 min.). The first comment about the occurrence of substages in the lessons taught by Teacher D has to do with their gradual decrease as the observations progressed – except for IN. As to the internal sequence within the lessons, the substages tended to take place either at the beginning or at the end, with the exception of Lesson 4 – with a high number of student interventions and sIN – and Lesson 7 – the day of the test. To a certain degree, the high frequency of substages could be related to the above-mentioned presence of individual students with a tendency to speak out during the instruction. Out of the 157 substages coded, a total of 81 were initiated by students (51.59%), often by only two of them. A distinction could be made between the number of student-initiated substages in Lessons 1-4 (54) and those coded later in Lessons 4-10 (27).

Teacher E

The table below shows the distribution of the 320 stages coded:

Lesson 1 – 30 stages
Lesson 2 – 38 stages
Lesson 3 – 23 stages
Lesson 7 – 28 stages
Lesson 8 – 18 stages
Lesson 9 – 31 stages

Lesson 4 – 38 stages
Lesson 5 – 31 stages
Lesson 6 – 34 stages
Lesson 10 – 21 stages
Lesson 11 – 28 stages

The average number of stages was 29.09 which, considering the longer duration of the lessons – 55:00 min. – means a similar pattern to that of Teacher B (25.27 for 11 lessons of approx. 40 min.). Lesson 10 was noticeable shorter for administrative reasons – the students completed a teacher evaluation during the first 20 min. There were two other lessons with fewer stages – 3 and 8 – in both cases containing AC in groups of approx. 13:06 and 15:07 min. respectively. Except for Lessons 1 and 2, the instruction generally showed one or two longer stages – AC, and occasionally FE or FE/AC – completed through different group work arrangements (pairs, groups of three, or the whole class moving around the room). The teacher often linked the content of AC to a series of questions and answers with the entire class concerning the items practiced before in pairs or small groups.

The next table breaks down the stages according to their duration:

Stages bet. 0-1 min.	Stages bet. 1-3 min.	Stages bet. 3-5 min.	Stages of more than 5 min.
136 (42.5%)	128 (40%)	33 (10.31%)	23 (7.18%)

As the other teachers, Teacher E showed an inclination to structure his instruction around shorter stages. IN was again the most frequent and regular stage, this time presenting a more distinct contrast in terms of duration (76.7% <1 min., 23.3% >1 min.). If for Teacher D, the tentative explanation for the occurrence of longer IN had to do with the complexity of the contents in a higher-level course, the difference between the two groups of IN was often based on the arrangements set by the teacher to complete certain AC in groups – especially those involving the preparation of reports to be presented later to the entire class. Besides the regular appearance of IN, Teacher E tended to organize his instruction around a rather constant combination of the most common stages – AC, PR, and FE – with sequences such as PR-IN-AC, IN-AC-FE, and IN-AC-FE/AC. The presence of PR in the 11 lessons (10%) corresponds to the percentages recorded for Teachers A, B, and C, all of them conducting courses of lower levels – Spanish I or II.

The following table contains estimated percentages of occurrence and duration for the 320 stages (594:30 min.):

DM		AM		SM		LC		PR	
Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur
-	-	3.7	3.2	2.2	2.1	3.7	2.2	10	10.4

IN		AC		AS		FE		Combinations	
Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur	Oc	Dur
32.3	13.7	28.1	48.8	0.6	0.2	8.8	7.8	10.6	11.5

In terms of both occurrence and duration, the combined stages were more frequent in these lessons than in the other courses. The distribution of these combinations seemed to follow several trends. First, those entailing stages such as AM, LC or SM were usually coded at either the end or the beginning of the lessons, often together with IN. Next, combinations with FE, AC, and PR generally took place as the instruction progressed. Even though its occurrence was not significantly higher than the rest of combinations, the duration of the stage FE/AC could make of it a relevant feature of the instruction in these lessons – five instances coded with a total of 20:01 min. This stage was intended to reflect the follow-up activities carried out after pair or group work. In this regard, their consideration as part of either AC or FE would mean a remarkable increase for both percentages.

The lesson openings did not exhibit much variation during the observations. The teacher used the first 1-2 min. to take attendance in silence behind his desk, and to arrange the instructional materials for the lesson – overhead projector, photocopies, etc. Along with the above procedures, the teacher also used the initial minutes to announce cultural activities taking place on campus, and less often to maintain brief exchanges with individual students sitting near his desk. The openings of the first four lessons included references by the teacher about the ancillary materials for the course – workbooks, CD rooms, listening activities, etc. As for his physical

position, the teacher tended to remain behind or near his desk, and moved to the front as he began to provide directions for the first activity, or introduced the first item in his plan.

Earlier in this report, I suggested a possible tendency toward shorter stages, and for a more regular combination of those that could be considered – not only in the case of this teacher – as "major" stages: IN, AC, PR, and FE. Another characteristic of the instructional sequences of this teacher involves a rather different aspect, related to the content of both presentation and practice of the items included in the lesson plans. This issue – discussed in more detail in the retrospective analysis – refers to the way in which Teacher E introduced remarks or comments about himself during his instruction. This material was habitually incorporated into the presentations of new grammatical and lexical items, or as part of the activities that followed these presentations – especially FE/AC. In this respect, the behavior of the teacher could set a model for the students not only at a linguistic level, but also in terms of their personal involvement in the instructional sequence outlined by the teacher.

Once the teacher moved to the front to begin with the first PR or AC, his physical position in the classroom seemed to conform to the specific arrangements made for each stage. In PR involving the use of the overhead projector or the board, the teacher would usually maintain a stable position standing near the equipment. At the end of this stage, the teacher would continue in the same location to make arrangements for the following AC, which usually entailed setting students in pairs or groups of three. As the class began to work on AC, the teacher walked around the groups in order to (a) answer questions about the directions and purpose of the activity, and/or (b) provide solicited or unsolicited assistance as the activities went on. If the arrangements consisted of having students ask each other around the room, the teacher would occasionally get engaged in exchanges concerning the content of the activity with individual students as he walked around the groups. If AC were followed by FE, the teacher would then go back to the area between the overhead projector and the board, and provide from that

position feedback or further information about the item(s) in the AC. If the next stage was FE/AC, he often stayed standing in the front of the room to address further questions or comments to, more frequently, individual students. This position remained the same in those instances of AC involving interaction between the teacher and the whole class based on series of questions and answers. In these AC, the teacher would keep a distance of approx. 150 cm. from the first row, and face each individual participating in the activity.

The lessons conducted by Teacher E concluded in a similar manner to those of Teacher B, in terms of the pace of their instruction near the end of each lesson. Closures often coincided with the conclusion of the last AC. Otherwise, these teachers would use the last minutes of the period to either provide IN concerning the assignments for the following lesson, or PR detailing the content of the next lesson plan. However, while Teacher B tended to intensify the pace as the instruction advanced, Teacher E maintained a rather consistent pace from the beginning of his lessons. This consideration could be examined from two complementary perspectives. First, the expectations concerning classroom behavior and attitude derived from the institutional and academic context for this setting. Secondly, the understanding that students had about the objectives for each lesson, as described in the syllabus distributed at the beginning of the course. This point was stressed by the teacher in our last interview, in connection with his criteria for the selection of materials for his instruction. Specifically, he emphasized the importance of a careful preparation before the lesson, so that students could see the connection between both parts and therefore maintain close attention to what is going on in the classroom.

The final table presents the distribution of substages:

	DM	AM	SM	LC	PR	IN	AC	AS	FE	Combinations
Lesson 1			1	4				1	2	
Lesson 2			1			1				
Lesson 3						1			1	1 LC/FE
Lesson 4			1	1						
Lesson 5				4		2				2 LC/SM
Lesson 6		1		1						1 LC/SM

Lesson 7			1	1		1		2 LC/SM
Lesson 8		1		1	1		1	
Lesson 9		2	2			1		1 AM/LC
Lesson 10					1			
Lesson 11								
Percentage % (total of 42)	2.4	14.3	30.9	4.7	14.3	7.1	9.5	16.6

The total amount of these episodes may constitute the most noteworthy difference between this and the other courses, perhaps based on similar considerations as those mentioned above with regard to the pace of the instruction. However, it may be relevant as well to note the (non) occurrence of certain substages during the instruction, such as sDM – with no instances coded – or sIN – with a lower frequency than sLC. Furthermore, substages in the lessons conducted by this teacher did not seem to follow any definite pattern as for their appearance in specific segments of the lesson – as observed in other classrooms. Rather, they tended to occur during stages of a longer duration – often AC, PR, and FE/AC – at different moments during the instruction. As for the rate of student-initiated episodes, I recorded five stages and five substages (1.56% and 11.9%, respectively), most of them brought about by a female student sitting in the first row. These instances generally consisted of (a) questions about lexical, cultural, or grammatical items related to the materials introduced by the teacher, or (b) requests for details about forthcoming assignments or tests.

Final considerations

Planning a lesson entails a process which tends to begin with a general notion of both goals and content, later reflected in a certain sequence of activities (Richards and Lockhart, 1994; Woods, 1996). Teachers may structure their lessons according to (a) their understanding of the institutional and sociocultural context, and (b) their systems of knowledge and beliefs in connection with values, goals, and assumptions at a general level – views of language teaching or education – and with regard to the characteristics of the classroom setting. The form of this plan of action – "lesson script" – may depend on dimensions such as personal preferences, teaching experience, and specific institutional or academic criteria. Some teachers go into the classroom with the "script" outlined in their mind, while others organize their ideas by preparing a written lesson plan whose

format may depend on the same factors. Even though the plan of action seems to constitute the basis for the lesson, its implementation in the classroom may also be subject to impromptu or unconscious changes.

The following patterns in the development of the instructional sequence have been outlined in relation to the analysis of data from a coding system. (Notwithstanding the methodological procedures followed to reflect the teachers' behavior as explicitly as possible, it is surely certain that the observation did not capture more subtle features of the teachers' behavior during the instruction.) In particular:

- The significance of the textbook in the planning and implementation of the lessons. As described in the introduction to this chapter (pages 190-191), the lesson plans prepared by the teachers in this study showed a strong dependence on the criteria suggested by the textbooks with regard to both content and practice. The indications made in the plans concerning pages and activities were generally followed in the instruction, although the actual development of these materials could exhibit different degrees of adaptation – more apparent in the case of Teachers D and E.
- The relationship between the written expression of the teachers' goals – the lesson plan – and the characteristics of the instructional stages in terms of their organization. To a certain extent, this might explain why Teachers A and D, producing quite brief and schematic written plans, tended to structure their lessons around a smaller number of stages than Teachers B, C, and E, who prepared plans with more detailed references to activities from the textbook or other sources, teaching materials needed, and assignments for the following period.
- The contrast between periods of instruction (a) following a sequence set forth by the textbook, or (b) involving other activities from different pedagogic sources. This contrast seemed more evident as to the duration of the stages, generally longer if not derived from materials in the textbook. This would the case, for example, for the activities introduced by Teacher D in the second part of the period of observations, or the activities arranged by Teacher E to expand those

suggested by his textbook. On the other hand, the regular reliance on the textbook materials by Teachers B and C could be related to the higher occurrence of stages of a shorter duration.

- The adoption of different paces of instruction and its influence in the distribution and duration of the stages during the instruction. The reports on each teacher included several references to the similarities between, for example, Teachers B and E with regard to their way of concluding their lessons, or the contrast between teachers who seemed to increase the pace during the first part of the lesson – Teacher A – and teachers who concentrated content and practice in the middle part – Teacher C.

A further consideration involves the extent to which the patterns in the sequence of instructional stages could vary due to unexpected changes in the physical conditions of the classroom setting, the behavior of specific individuals in the group, etc. The analysis of these episodes from the perspective of (a) the teachers' lesson plans, and (b) the annotations on their verbal and non-verbal reaction(s) indicated that the teachers generally maintained the initial course of action outlined in their plans – especially in lessons structured around the sequence of content and/or activities provided by the textbook.

The description of the "pedagogic routines" – sets of regular actions and procedures – has focused on areas such as lesson openings and closures, pace of instruction, physical position, and occurrence and duration of stages and substages. I have also suggested that these routines appear to depend on the teachers' overall approach to their instruction, rather than on the influence of the classroom environment. The pedagogic routines may be characterized not only in terms of the external structure of the instructional sequence, but also considering the content of the stages that make it up. For instance, it was mentioned earlier that Teacher E tended to incorporate information about himself as part of his instruction. Likewise, Teacher D seemed to follow a similar pattern as his lessons started to diverge from the materials in the course textbook. On the other hand, Teachers A, B, and C would also share with their classes comments or

anecdotes about themselves, but this information did not seem to be part of the planned instructional sequence. The retrospective analysis of the transitions between stages will involve the examination of the linguistic aspects of the pedagogic routines that define a particular classroom setting.

One insight (and area for further analysis) which emerged from this quantitative-oriented section of the lesson analysis was a possible distinction between two main types of control over the instruction and the students: "pedagogic" and "disciplinarian." The former could refer to the strategies employed by teachers in order to (a) move forward the instruction, and (b) keep the class focused on what goes on in the classroom. The latter might concern the measures put into effect to avoid or subdue interventions, interruptions, and any other actions which may affect the progress of the instruction.

5.3.3. Retrospective analysis

I followed the procedures envisaged in the research design (see page 100) in order to combine the data from Sheet B with the transcriptions of the classroom discourse. The analysis consisted of four phases:

- Typing data from Sheet B – onset time, stages, description of non-verbal interaction – into Sheet C.
- A first listening to the tapes to (a) check any inaccuracies in the onset time, (b) modify stages – if needed – and (c) identify substages.
- A second listening to (a) transcribe the discourse of the transitions between stages, (b) transcribe the discourse of the substages, and (c) incorporate any further changes or modifications concerning stages or non-verbal behavior.
- A third listening to (a) check again any inaccuracies in the onset time, and (b) check spelling and appropriate use of transcription conventions.

My account of retrospective analysis follows a similar structure to that of section 5.3.2. "On-Site Observation", in that it consists of individual reports on each of the teachers involved in the study. However, it also elaborates on the issues outlined at the end of the previous chapter:

- transitions between instructional stages,
- creation and development of pedagogic routines, and
- application of different levels of control over the instruction and the students.

For each of the above areas, I chose episodes illustrating specific features of the teachers' behavior in their classrooms. I have striven to offer representative examples, keeping in mind that any kind of selection involves distortion (for a full account of the classroom observations, see Appendix "Observations – Sheet C", pages 179-543).

Transitions between instructional stages

In this subsection, the discussion of the data focuses on the description of:

- verbal and non-verbal characteristics of the transitions, and
- specific instances of interaction between teacher and students.

The first part analyzes the boundary moves used by the teachers to (a) introduce a new instructional stage – "focusing" – and (b) summarize the stage and/or convey their intention to move forward to the next stage – "framing". The characteristics of these boundary moves have been included in the Appendix "Observations – Transitions" (pages 119-126) due to their length.

The analysis of the interaction between teachers and students is a component of the general description of the transitions. However, it implies the use of "turn" as the construct to examine the verbal exchange(s) between two or more participants in the transitions. As pointed in the chapter for the data collection methods, this study does not account for the interaction among students themselves, or between the teacher and one or more individuals during the instructional stages.

Pedagogic routines

The above description of the verbal and non-verbal features of the transitions could provide a fuller understanding of the pedagogical routines characteristic of any given classroom setting. So far these routines have been defined in terms of:

- the occurrence, duration, and sequence of the instructional stages and substages,
- the pace of the instruction, and
- the physical position of the teachers.

However, it was also suggested that the nature of these routines is related to the content of the stages that make up the instructional sequence. Considering the limitations resulting from the focus on the transitions between stages, this subsection attempts to elaborate on the content of the instruction. Furthermore, it explores the different means

by which the teachers may incorporate into the stages remarks or references apparently linked to their own character and personal experiences.

Control over the instruction and the students

The review of the literature described several dimensions of teacher talk related to control over the interaction in classrooms (see pages 29, 59-61). In an attempt to expand the understanding of this issue, this study aims to account for the interaction of pedagogic and social factors in L2 classroom behavior. To this end, I have proposed a distinction between two main types of control – disciplinarian and pedagogic – to which teachers may resort during their instruction. This subsection attempts to elaborate on different ways in which the teachers participating in this study faced these notions of control.

Teacher A

Transitions between instructional stages

Verbal and non-verbal characteristics: In comparison to the other courses, the transitions in these lessons consisted of a rather limited number of boundary moves. These also seemed to be less frequent as the observations advanced, especially in lessons structured around quite defined sequences, such as those involving vocabulary games or the presentation of new lexical or grammatical items (see Appendix "Observations – Transitions", pages 119-120).

Interaction between teacher and students: In general, the transitions showed a markedly low frequency of exchanges, overall in the case of stages and substages initiated by the teacher. The majority of these exchanges took place at the end of the transitions as framing moves, with a structure apparently based on an attempt to make sure that students understood what had been said before. The following excerpt (Lesson 6, 14:00, page 215) illustrates this consideration, and includes a brief description of the non-verbal behavior of the teacher during the exchange:

PR	T	... You are responsible *clase*, for those. You are responsible. Tiphany, *¿pregunta?* question?	The teacher has remained between the board and his desk during PR (on regular and irregular participles). At the end of the stage, he moves to the front and stays there until the next stage. While addressing the question "¿Comprenden?" the teacher points at the board with a pen in his right hand.
	F	□No□	
	T	*¿No?* (2) *¿Comprenden?* (1) *¿Sí o no?*	
	LL	*Sí.*	
	T	*¿Seguro?* Are you sure?	
	LL	*Sí.*	
	T	*Sí, muy bien. Es fácil, fácil.*	
IN	T	*Bueno clase, abran los libros,* open up your books *a la página ochenta seis, ochenta seis* (3) Page eighty-six. *Escúcheme*, I'll tell you the work you will be doing ((IN continue))	With the book in his hands, T walks from the desk to the window as he provides IN. Then, he leans over an empty chair in that area and places a foot on it. Next, he offers sheets to the class from the corner between the board and the windows.

The degree of verbal participation in these exchanges from the students is apparently restricted to an affirmative answer. Further characteristics of this and other types of exchanges involved the limited occurrence of simultaneous utterances (two or more speakers begin to speak at the same time), overlappings (utterances conveyed by two or more speakers at the same time within an exchange) and latchings (utterances by different speakers conveyed without a pause between them). Instead, the end of transitions toward stages entailing different kinds of response from students – e.g., AC or FE – contained pauses of irregular duration until one or more students volunteered an expression or utterance. As to the structure of the exchanges in stages or substages initiated by the students, a general remark could be made about their short duration, overall caused by the teacher's response to them. In instances concerning requests for assistance or further directions for an activity, the teacher tended to either overlap or latch the discourse of the student(s) participating in the exchange. The following is the first of two stages involving DM – both related to the behavior of a female student during a vocabulary game in Lesson 12 (9:12, page 243):

DM	F	((after some discussion about whose turn it is)) Who cares? ((after a brief silence, there are some exclamations of surprise	At the end of the previous stage, the teacher was sitting in his desk. After the comment by F, the teacher remains in the same position during the subsequent exchange.
	LL	and laughing)) Oh:::: ((T stares at F. There are more comments from students))	
	T	((smiling)) *Clase,* in the beginning of the year (.) I said 'whose room is this'?	
	LL	Yours.	
	T	Thank you! ((students laugh. T looks at F)) 'Who cares?' (2) I care (.) *¿Comprende?*	
	F	Yes, *sí* I mean.	
	T	((Smiling)) Very nice (1). Ok, that's enough, that's enough for you. We're done with you ... You understand, right?	
	F	*Sí*.	
	T	*Muy bien.* Now I forgot-oh, I'm over here ((new AC begins))	

At first glance, the behavior of the teacher might seem somehow harsh. However, as in the other instances of DM and sDM, the teacher mitigated his initial reaction by adding more humorous comments. This behavior was discussed in the stimulated recall, in which the teacher mentioned his efforts to prevent himself from losing his temper while at the same maintaining clear norms about behavior in the classroom.

Pedagogic routines

A general impression about Teacher A's approach to his instruction would consider it as rather centered around the presentation and practice of vocabulary and grammatical structures, with little time spent on other social or cultural aspects of the target language. This situation was indirectly addressed by the teacher himself when, at the beginning of Lesson 13, he said that the class had not completed any cultural reading from the textbook since the course began. Until that moment, the teacher had not made any reference to the target culture. References coded as LC or sLC dealt with the meaning of specific expressions, which in several instances would be introduced through an anecdote, as in the following excerpt (Lesson 8, 9:13, page 223):

IN	T	*Muy bien, ¿Clase, jugamos 'Ganar, perder y dibujar'?* Have we ever played "Win, lose, and draw" here?	This time the girls form one group that occupies four columns, while the four boys sit in the other side. (10:00) Seated in his chair, T tells an anecdote to the class about the distinction between "caballo" ('horse') and "caballero" ('gentleman').
	LLL	*Sí.*	
	T	*Muy bien. Una vez,* one time? Ok, the *chicos,* which there are *solamente uno* (2) *hay cuatro chicos en clase y muchas chicas, muchas chicas* (.) *Bueno, chicos aquí* ((points at one side of the room)) guys here. *Chicas ahí* ((points at the opposite side)), there. *Vamos.* Go ((arranges the groups)) *Bueno* (3) *Somos caballeros* ((addresses the male students)), *somos caballeros,* we're gentlemen right? One, one, when we were studying this list, x to me and said *"soy caballo"* (1) What did he say? (.) I'm a what? ((a student answer)) "horse" instead of "caballero", *"caballo", "caballero".* He said he's a horse, I said *"muy bien"* ((LLL laugh)) *¡Bueno!* And then I said *"¿y tu padre y madre?"* like "What are they?" *Bueno, bueno.* Girls always go first in this class ((IN continue)) *¿Comprenden?*	
SM/LC			
	LL	*Sí.*	
	T	*Muy bien* (1)	

This apparent lack of focus on the target culture could seem surprising in view of the remarks made by Teacher A during the interviews about the importance of his own

experience in Spanish-speaking countries. However, the value of this experience could have more to do with an overall feeling of confidence that allowed him to conduct Spanish courses at any level.

The analysis of the on-site observation showed a high frequency of SM, but it also revealed that all of them – except for a shorter episode coded at the beginning of Lesson 13 – took place at the end of each class period, and did not generally entail much interaction between the teacher and the whole group of students. The instances that I observed from my position consisted of exchanges with one or more individuals seated in the first rows; e.g., three male students near the windows, or the girls sitting in front of his desk. (In Lessons 8 and 10 the teacher approached me during SM to talk about expressions or structures covered in the lesson, or other matters at a personal level.)

Control over the instruction and the students

An initial perception about Teacher A concerns his tendency to rely more on a disciplinarian approach to control over instruction and students. To some degree, this impression derived from a number of comments made by the teacher during the interviews. At first, he mentioned his belief on specific guidelines set by a book regarding matters of discipline in the classroom. These guidelines evolved around the need to convey clear and concise messages to students at the beginning of the instruction, instead of having to deal with discipline problems later on in the course. Next, the teacher emphasized a relationship between recent changes in society and the decline of discipline standards in the schools. The above excerpt from Lesson 12 – in which the teacher reminds a student about his "ownership" of the classroom – may help to illustrate the expectations established by the teacher from the onset. However, it may also indicate how he attempted to maintain a certain balance between his expectations and other strategies related to his more extended experience as a teacher: humor – as in the case of the above episode – positive reinforcement – to create a sense of "togetherness" in the classroom, and linked to his views about the situation of American high school students – and patience. The teacher's reaction to a different situation included as part of the

stimulated recall (see page 156) seemed to indicate that patience could also be perceived as self-control, in connection with the treatment given by the teacher to different students for a variety of reasons.

The implementation of the above criteria on classroom discipline by Teacher A may be related to the following pedagogic routines described as part of the on-site observation and the retrospective analysis:

- brief lesson openings,
- combination of stages with variable duration,
- development of longer stages – especially AC and SM – without interruptions or disruptions,
- completion of activities involving physical movement around the classroom,
- small number of stages and substages concerning discipline (sDM),
- few student interventions during the stages,
- transitions between stages with a regular length,
- low frequency of boundary moves during the transitions, and
- regular occurrence of discourse features such as sound stretches, emphasis, and increased volume.

Teacher B

Transitions between instructional stages

Verbal and non-verbal characteristics: The two main characteristics of the transitions in these lessons were the high frequency of (a) requests from the teacher to the group or individual students, and (b) instances of student participation, not always connected with the potential purpose of the subsequent stage. The latter feature appeared to be one of the factors in the occurrence of transitions with irregular length (see Appendix "Observations – Transitions", pages 120-122).

Interaction between teacher and students: The lessons had a high frequency of interaction between Teacher B and one or more students during the transitions. These episodes could

be organized around two main groups. The first consists of two sub-groups based on exchanges in transitions toward stages initiated by (a) the teacher, and (b) one or more students. The second group concerns exchanges taking place during the substages.

The exchanges in the first sub-group often occurred while or after the teacher asked an individual to begin a stage by reading from the book, answering a question, or participating in a dialogue. These exchanges were generally brief, not very frequent, and held with specific individuals who seemed to have difficulties in following the pace of the lesson – not knowing where the activity was in the textbook, not having the necessary materials to participate in the stage, etc. The usual reaction of the teacher in these episodes was to condense what she had said before in one or two sentences. Occasionally, the teacher approached the student to point out the page in the textbook, and then went back to her previous position in the front. The excerpt below (Lesson 1, 36:02, page 258) attempts to illustrate these two actions:

IN	T	*Y ahora, a la derecha,* to the right (.) we see a: *"Parte D. El club de ajedrez"*. Neat old word, it's from the Arabic, *'ajedrez'* means 'chess.' Jot that down in your notebook … All right, *lee las direcciones por favor* a:: Amanda.	T remains in the front of the class with the textbook in her hand. She begins to reads the directions for the AC, and focuses on the word "ajedrez," as a new word that students should incorporate in their lists. (36:34) T asks a F to read the rest of the directions, and moves to her position to point the page where they are. Then, T returns to the front and looks at her text while the student reads IN aloud.
	F	Where are we now?	
	T	We are on page thirteen, *trece,* part E, "The club of chess." Right there ((points on F's book)). [*Gracias.*	
	F	[Right there?=	
	T	=Right, you didn't recognize it, did ya? That's from the Arabic word for 'chess'. Ok, go ahead Amanda and read *las direcciones.*	
	F	For part D?	
	T	For part D, *parte D,* aha.	
	F	"The international school chess club …"	

Another type of interaction within the first sub-group dealt with requests made by one or more student(s) usually in transitions to IN for activities, assignments, content or dates for exams, etc. These exchanges tended to occur more often – especially in Lessons 1-5 – and have a longer duration. Furthermore, the teacher seemed to adopt a different approach to the interaction with the students, which in this case often entailed a varying degree of "negotiation" at an individual or collective level, in most cases

carried out in English. This notion came up during the stimulated recall in the third interview (see page 161), and was described by the teacher as a procedure meant to provide students with a chance to complete their assignments, even if they were late. Teacher B also pointed out that this procedure could be more usual within a high school context, where one could find more students not highly motivated toward the subject. The next segment was recorded in Lesson 3, 23:42 (page 271):

IN	T	This is your homework. How did you miss [this?	(23:30) The student turns to a classmate next her chair and asks her where in the book they are, which leads to a discussion among LL about the same matter. The stage becomes IN. (23:42) T closes the discussion with new directions for the following AC, although among LL there are still comments about what was actually assigned as homework.
	F1	[No, because this is our	
	T	homework ((points to a different exercise in the text))	
	F2	No, we had to study for our homework. We didn't do this [xx.	
	T	[Ok, we'll do it right now, ok. This was assigned for the people who were here ((LL talk with each other)). Ok.	
	F1	No, you assigned page twenty-six=	
	F2	=You said "Study for the test'.	
	T	All right. Well, we can do this now following the model. All you do is rephrase the model, and tell what day of the week is. Ok, try again.	

The content of exchanges within the second sub-group – transitions to stages initiated by students – was also commonly associated with IN, but there could also be other possibilities such as questions about pedagogic materials or classroom equipment, comments on personal matters, questions about cultural or linguistic items not directly related to the content of the lesson plan, observations or requests about the content of a previous activity, etc. Likewise, the interaction taking place during the substages – second group – centered on a more diverse number of topics. A possible connection between these two types of exchanges was based on how the teacher apparently attempted to channel the interaction toward its initial pedagogic orientation. Instead of resorting to rather disciplinary actions, the teacher often made comments in either English or Spanish about the topic introduced by the students, and eventually linked them to the planned sequence of contents. The next excerpts show an exchange held in Spanish (Lesson 9, 11:10, page 310), and one in English (Lesson 3, 40:16, page 275):

AC		((during AC))	
	T	*Ah! "la cabina telefónica." El cuarto para* Superman, *super hombre* =	
SM	F3	=He's changed now!	
	M	He lives in x in Superman three, the x go down one side xxx side he's Superman.	
	T	*¿Sabes por qué? Es muy moderno, muy moderno ahora. Sí.* ((LL intervene in the conversation about Superman)). *Sí, super hombre, ¿verdad? Bueno, ¿voluntario para leer la lista aquí?* ((AC continues))	
PR		((during PR))	The teacher alternates her writing on the board with the presentation facing the students. Some students do not seem to follow the explanations: they put things in their bags, talk among themselves, giggle and sing, and one of them gets up and walks to the door. (41:38) T leaves the book on her desk, and begins to check the notebooks of some of the students, who bring them to her desk. The other students are already standing in front of the door ready to leave. (41:56) The bells rings, and the teacher stays behind her desk.
	F1	No, is-isn't that 'New Year's eve' though? *'el año nuevo.'*?	
	T	Right, 'New Year's Eve.'	
	F1	'New Year's Eve' is *'el Año Nuevo.'*	
	T	Yeah, that's for the new year, right, *'el año nuevo'*. ((LL make comments)). Notice that is capitalized ((provides PR about capitalization)). On your quiz, at any time you write *'Navidad,'* make sure you capitalize [*'Navidad'* and *"Año Nuevo"*	
	LL	[*Feliz Navidad* ((singing))	
	T	*¿Perdón?* (.)*Feliz Navidad,* right ((smiles)).	
LC	F3	I don't like this song because I don't understand it ((LL laughs)).	
	T	Who remembers what word in *'Feliz Navidad'* is used in 'congratulations'? What part?	
	LL	*'Feliz'* ((PR continues))	

Pedagogic routines

The report on the on-site observations characterized the instruction of Teacher B in terms of (a) a sequence developed through short stages, (b) lessons structured around different combinations of IN with either AC, PR, or FE, (c) a salient occurrence and duration of PR, (d) a tendency to intensify the pace of instruction as the lesson progressed, and (e) a regular position in the front of the classroom. The content of the instruction appeared to combine stages following the sequence outlined by the textbook – more frequent, shorter, and focused on lexical and grammatical items – and stages related to specific cultural items introduced by the teacher herself through student presentations, games, and diverse pedagogic materials. To some degree, this combination may reflect, first, the efforts made by the teacher in order to bring the course nearer her expectations as to its general level of linguistic proficiency. Secondly, she also seemed to be keen to get the students more involved with a wider perception of the target culture.

Faced with the above combination of stages, the students' overall behavior tended to be rather oriented toward more practical issues such as obtaining further directions for classroom activities, or specific details about assignments to be completed at home. As mentioned earlier, the teacher's approach to this behavior often entailed episodes in which the class – with different levels of intervention from the participants – would go into a process of negotiation and eventual agreements on these practical issues. On the other hand, when one or more students showed interest in the content of a specific activity, their reaction was generally conveyed in English, as in the last excerpt (Lesson 9, 2:03, page 309):

IN	T	*Bueno, a:: aquí yo tengo algo para sus problemas* ((distributes sheets to LLL)). *En el país de* [*Guatemala, los niños y los jóvenes tienen estas cosas.*	While T gives out the materials for the next activity, ST talks with a female student in the first row. (3:08) T passes a copy of the material to the ST and he brings it to my position.
	F1	[Can we write on this? Are we allowed to write on this? ((IN continues))	
SM	F2	The x people! Oh my God! I have a little thing in a box like that, it's in a little ((F describes how they look like and where she has them at home))	
	F1	((while F2 talks about her dolls)) Can we write on this?	
	T	*Bueno,* [*bueno.*	
	F1	[Can we write on these?	
	T	*¿Perdón?* Ah, these are for you, *sí sí. Bueno, vamos a leer* ((IN continue))	

In comparison with the previous report, these lessons included more comments from the teacher not only about her personal interests and experiences – new flowers in the classroom picked from her garden, a relative who traveled around South America, etc. – but also about personal matters regarding the students – a boy who had worked as a cook, a girl whose sister was expecting a baby, etc. In general, these were brief comments that tended to occur during longer stages.

Control over the instruction and the students

The approach followed by Teacher B to deal with the issue of control appeared to lean toward a number of pedagogic choices and strategies, rather than disciplinary actions or measures. Probably made prior to the beginning of the course, the choices would concern the above-mentioned attempts to increase the students' level of both linguistic proficiency and cultural awareness. Directly linked to these choices, the strategies would be put into practice within the actual context of the classroom. Some of the strategies were observed

in all the lessons, regardless of their focus on either linguistic or cultural materials – intensification of the pace of instruction, a central position in the front of the classroom, and negotiation to sort out unexpected requests or other instances of student interventions. Other strategies seemed to be exclusive of a specific orientation – shorter stages in lessons devoted to presenting and practicing lexical and grammatical items – and the remainder were employed with a relative frequency according to the content of the instruction – comments on personal matters during stages about cultural matters.

The teacher appeared to avoid or resolve matters of a rather disciplinarian nature at a collective level by (a) reminding the class about old or new classroom rules, often displayed as signs on the board (e.g., "No chicle en la boca". 'No gum in your mouth'), and (b) talking to the group about specific episodes that in her opinion affected the development of an entire lesson. (The latter option was mentioned by the teacher in the third interview, in relation to the changes that she had noticed in the students' behavior during my first days of observation.) As described in the report on the on-site observation, most of the stages and substages coded as instances of disciplinary management involved the behavior of specific students during the instruction. Possibly the teacher considered it necessary to subdue this kind of situations through more expedite means, which often consisted of calling on the student with a noticeably higher volume. In other episodes, the teacher seemed to deal with troublesome behaviors by approaching the student(s) involved and remaining beside their desks as the activity continued. Occasionally, this response included requests for these student(s) to participate actively in the activity – reading from the textbook, volunteering answers to exercises, etc.

Teacher C

Transitions between instructional stages

Verbal and non-verbal characteristics: Most transitions in these lessons appeared to have a similar structure. Possible reasons for this observation could be (a) a tendency by the teacher to draw upon a specific repertoire of boundary moves – in English and Spanish –

and (b) a low frequency of student interventions during the transitions (see Appendix "Observations – Transitions", pages 122-123).

Interaction between teacher and students: These lessons exhibited few exchanges between Teacher C and her students during the transitions. These instances could be arranged in two main groups: (a) teacher's remarks or requests concerning issues of discipline, and (b) exchanges based on doubts or questions about the directions for an activity.

A reference to the first group has been made as part of the characteristics of the transitions, with regard to (a) the use of certain words or sounds as focusing moves, and (b) the changes in intonation, emphasis and volume at the beginning and the end of the transitions. The participation of the student(s) in this type of interaction could be considered as somehow unconscious or involuntary, and it was the teacher who interrupted herself, possibly to reduce the noise coming from the whole group or specific individuals. In general, the immediate reaction from the student(s) involved to the teacher's remarks or requests was to become silent, or at least lower the volume of the background noise significantly. As in the following excerpt (Lesson 4, 17:23, page 351), the teacher tended to address the student(s) in English, often including certain words or expressions in Spanish:

IN	T	You need to choose a partner, get a partner, so that I know who you are with (2) any partner you want. *Vámonos, vámonos,* or else I'll just tell you to work across the aisle (.) ok? ... Hey folks! Do you need? (.)	T has a stack of cards in her right hand, and asks the students to choose their partners for the next activity. The students begin to walk around the room and move chairs to work with the partner they have selected, and the teacher gives out cards to each pair. When she has handed out all of the cards, goes back to the platform and requests the class's attention.
DM		You have to hear me (1) No, no Don't talk. Shut your mouth, *cierra la boca,* do you guys need-you kids need to have a book to look up anything, or you know the stuff that you need just like this, if you need a book I'll pass them out ((pairs begin to work on AC))	

The exchanges within the second group were less frequent, and were generally initiated by specific students during transitions into AC. The majority of responses from the teacher to these interventions were given in English, and consisted of two or three sentences summarizing what she had said before. In a number of instances, the teacher also included comments addressed to the whole group of students about their behavior or

other personal matters. The following segment (Lesson 9, 0:46, page 381) is intended to illustrate this type of interaction:

IN	T	*Hola.* If you didn't see the note yesterday on the board "wizard's day." So, get your notebooks, *en los cuadernos* get your words *las palabras,* let's pronounce (.). *Vamos a pronunciar* (.)	She greets the class as she closes the door, moves to her desk, and picks up a small notebook. Next, she walks to the center of the room, where she assists a male student. In the same area, she talks with other students who do not seem to have the lists available now.
IN	M	x I still need to go xx?	
	T	You need what?	
	M	I still need to work on this page you gave us.	
SM	T	((Looking at the class)) Whenever you have some time, which you frequently do, you need to borrow somebody's notes and get yourself caught up (.) *Bueno,* what word is *'el gato'* ? ((LL volunteer answers)).	
	F	Where are we?	
	T	I'm on vocabulary words, where are you? ((LL talk with each other as T provides IN to individuals))	

A different group of exchanges between Teacher C and her students derived from the substages coded during the lessons. The content of these exchanges tended to be quite diverse – especially in those initiated by the teacher – ranging from specific questions about IN for activities or assignments, to remarks about the target language and culture, or about the behavior of individual students or the whole group. As in the two previous types of interaction, English was the prevailing language, and the teacher was the person who would in general take and maintain the floor until the end. Another characteristic of this interaction during substages had to do with the limited number of students who would initiate or participate in the exchanges. In relation to the categorization suggested by the teacher during the third interview (see page 168), the students engaging in these exchanges might either show a cooperative attitude or display rather disruptive behaviors. Regardless of these different dispositions, the overall structure of these exchanges would be similar in terms of their brevity and the degree of control over them exercised by the teacher.

Pedagogic routines

The following features were outlined in the analysis of the on-site observation: (a) instructional sequences developed around short stages, (b) combination of IN with one or two of the other common stages – AC, FE, and PR – (c) intensified pace of instruction in the middle section of the lessons, (d) high frequency of substages – especially IN and DM – and (e) regular physical position standing in the front of the classroom. The instruction of

Teacher C also seemed to conform quite closely to the content and sequence outlined in the textbook which, as she pointed several times during the interviews, had been selected according to the quality of its grammar explanations and learning activities. The few exceptions to this pattern during the observations were activities in pairs based on information arranged in index cards.

The teacher made numerous comments about different aspects of the target culture during the lessons. However, rather than being a part of the planned instructional sequence – according to the information provided in her lesson plans – most of this material seemed to be complementary information often provided in substages within the presentation or practice of the main points for the lesson. As mentioned earlier, cultural facts were not the only subject in these episodes. In this respect, another relevant characteristic of the pedagogic routines defining these lessons was the regular introduction by the teacher of remarks about the personality and behavior of individual students, the entire class, and herself. Even though these comments were usually linked to matters of discipline, they also occurred during the presentation, practice or revision of materials without any apparent connection with specific instances of disruptive behavior from one or more students (Lesson 3, 21:00, page 345):

IN/SM	T	((during AC)) Can you people hear each other?
	LL	Yes.
	T	Yes, you can. Ok. Because sometimes I think when you mumble xxx and you'd really be sleep and the moon is full right now, so you're kind of spacing anyhow, half of you didn't go to bed till midnight ... Jessy, good and loud, pick somebody that is not seating close to you ((AC continues))

A further distinction between stages mainly dependent on the textbook sequence and the above "non-planned" episodes concerns the use of English and Spanish. The latter instances were developed in English, with the exception of isolated words or phrases in Spanish. In the "planned" stages, English was used to move the instruction forward – directions, explanations, requests, clarifications, etc. – and Spanish as the object of instruction. Initially, this pattern could be related to the level of the course and the large size of the group, two factors that could render difficult a different distribution of the two

languages. However, the retrospective analysis also seems to relate the above distinction to the teacher's attempt to sustain a steady pace of instruction (Lesson 3, 17:00, page 345):

AC	M	(.) *No me gusta* ((AC continues with T asking more questions to individuals))
	T	How about 'riding bikes,' '*montar en bicicleta,*' Betsy!
	F	What?
	T	Riding bikes
	F	m: (3). I don't know.
	T	Well, just-Do you think I care? Just pick one, whether you like, whether you love, or whether you don't like ((AC continues))

Control over the instruction and the students

In contrast to the previously discussed tendency of Teachers A and B toward one single type of control –disciplinarian or pedagogic – Teacher C seemed to maintain a balance between the two types. Some characteristics of the teacher's approach to pedagogic control have been previously described: (a) duration and pace of the instructional stages, (b) physical position in the front of the classroom, and (c) distribution of English and Spanish. In addition, during the third interview (see page 168), the teacher mentioned two more strategies. The first one was related to the different kinds of learning activities developed according to contextual factors such as the day of the week, or the general behavior displayed by the group. The second strategy had to do with the adjustments made by the teacher in her Spanish in connection with the students' assumed level of comprehension.

The most relevant characteristics of the disciplinarian control concerned (a) the frequency of the comments and requests made by the teacher, and (b) their content, often involving personal references to individuals or the class, and about the teacher herself. As to the latter group of references, the teacher occasionally reminded the class about her age and gender, her teaching experience in the school, and her status as a professional who earned a salary in exchange for her effort to keep the class working. The following segments are intended to illustrate these references (Lesson 11, 3:35, page 392, and Lesson 9, 38:14, page 386 respectively):

IN/DM	T	Ok folks! ((LL talk with each other))	T addresses first the class, and then calls on Maurice, this time
	M	You can tell them I said so.	
	T	I will /Maurie/. *Tenemos una prueba* (1) *¿Saben las palabras?* You guys evidently don't need to look over words any further, let's pronounce ((LL complain)). Well, as noisy as you have been I think I'm (.) ssshhh (3) Maurice, it	

		is time for you and Bruce to switch places back to when you came up.	sitting at approx. 50-55 cm from her.
	M	Why?	
	T	Because I said so and I'm fifty five and I'm a female. So, just move it ((M continues requesting explanations)) (.) 'cause I said so. (2) Move, Maurice, now!	
IN/SM	T	*¿Los tengo?* Do I have them? ((looks at LL standing))	The students begin to pass the books from the back to the front, while the teacher is inspecting worksheets in the center of the class.
DM		Hey folks, why are we standing? I get paid to stand, you guys don't ((LL talk with each other and remain standing near the door))	

Teacher D

Transitions between instructional stages

Verbal and non-verbal characteristics: The most salient feature of the transitions could be the variations observed in their length and structure, seemingly connected with (a) the behavior of certain students in the classroom, and (b) the development by the teacher of new routines in his instruction as the course advanced (see Appendix "Observations – Transitions", pages 123-125).

Interaction between teacher and students: As with the length and structure of the transitions, the interaction between the teacher and his students appeared rather dependent on the behavior of certain individuals. More specifically, two of the six girls enrolled in the course took part in approx. 90% of the interaction during transitions in Lessons 1-4. After the withdrawal of one of these students, Lessons 5-10 showed a significantly lower number of exchanges in the transitions – most of them with the other student.

The exchanges could be divided in two main groups, according to the degree of involvement that the student(s) would display toward the topic or activity of the stage following the transition. The first group consisted of exchanges in which the verbal – and often non-verbal – behavior of the student(s) did not seem to be connected with the apparent purpose(s) of the teacher (Lesson 1, 1:16, page 403):

AM	T	m:: (2) m::, *bueno ... el seis de octubre* =	F1 interrupts the teacher when he begins to make an announcement about a field trip sponsored by the school, and he replies her from behind his desk. As he takes up again the announcement, he moves in front of the class holding up a paper in one hand and looking at it occasionally.
SM/LC	F1	=We won our game yesterday	
	T	*¿Ah sí? ¡No me digas!* (.) *¿Sí?*	
	F1	Yeah, football.	
	F2	*Es no verdad.*	
	T	*No es verdad.*	
	F2	*No es verdad.*	
	T	*No es cierto* ((F2 laughs)) a::, m::, *el lunes el seis de octubre habrá una* m: (.) *una actuación* ((continues in Spanish))	

When faced with these interventions, the teacher attempted to take the students' attention back to the purpose of the stage through three main types of response: (a) comments in English – usually less than three sentences – on the topic introduced by the student(s), immediately followed by information about the stage at issue, (b) remarks in Spanish containing references to linguistic or cultural items related to some extent to the topic of the intervention, and (c) pauses of variable duration in which the teacher seemed to elude the possibility of engaging in the interaction. In these instances, Teacher D remained silent after his initial comments in either language and focused his attention on the materials on his desk or the board, possibly as a way to denote his intention to move on the next stage. In Lessons 5-10, episodes of interaction seemingly unrelated to the purposes of the stage tended to occur as substages, rather than during the transitions.

The interaction within the second group was more frequent during the entire period of observation. As in the case of Teachers B and C, these exchanges consisted of questions, doubts or comments about activities that would be completed either in the classroom or as an assignment. To some degree, the teacher's reaction to this kind of intervention was different in that his answers or clarifications were generally given in English, and were often followed by further comments from the student(s) involved. Unlike the instances of negotiation described for Teacher B, this teacher appeared reluctant to make changes in his initial objectives. Instead, he would either provide suggestions to complete the assignments efficiently, or emphasize the importance of regular work to achieve proficiency in the language. In a few instances in which the student(s) did not seem satisfied with the explanations given by the teacher, his behavior would follow a similar pattern as that described for the pauses – silence and concentration on other pedagogic materials (Lesson 3, 8:52, page 419):

IN	T	*Bueno,* a::	T answers the question from behind his desk, and then moves to the front to deliver the tests one by one to each student. He answers the next question as he is passing out the tests.
	F1	Can we m:-did you get our test copied?	
	T	a::, you may have your test back, yes.	
	F2	Mr. T, can we retake the test? (1)	
	T	Hum, no (.), not this time around.	
	F2	Please ((T does not reply and hands papers to the class))	

Pedagogic routines

The following characteristics were outlined after the on-site observation: (a) low average of stages per lesson, and gradual introduction of longer AC, (b) irregular combination of IN with either PR or AC, and less frequently FE, (c) tendency to intensify the pace of instruction after the initial stages in the lessons, (d) high occurrence of substages, especially in the first lessons, and (e) changes in the teacher's physical position as the observations advanced.

The first consideration about the pedagogic routines in this classroom concerns a certain lack of clarity in the general orientation to the instruction in the initial lessons. The analysis of the interviews could suggest several reasons at a rather general level – brief teaching experience, changes in motivation and expectations due to personality factors, etc. – and others directly related to Course D – classroom environment, level of the course, complexity of materials, etc. In this respect, the attempts by the teacher to develop clear routines often seemed to come into conflict with an insufficient level of "pedagogic" cooperation based on (a) interventions and interruptions from the two girls mentioned earlier, and (b) silence and a certain degree of passivity from the remaining students.

The move toward rather consistent routines in the instruction became more manifest with the departure of one of the girls and the decision to abandon the grammar textbook, events that took place at the same point in my observations. Afterwards, the teacher appeared inclined to develop longer stages, sometimes not based on the remaining textbook. Gradually, the teacher also tended to incorporate a larger number of cultural or personal elements into his instruction. At first, these items appeared to have a complementary function within the lessons – as occasional comments or remarks about the planned content – but later became part of the basic structure of certain stages such as AC or PR (Lesson 5, 12:45, page 432):

IN/PR	T	If you're to describe things that you do everyday, what a: what action words could you use? a: because you're now going to have (.) a conversation a:: (.) in which you a::, you meet at school and you say things that you've been doing there a:: or say you talk about things that you've been doing in general. So, what are some verbs that you could use, some action words a:: (2) any of them (3) How about 'to read'? m:: (.) Celeste!	From the same position and with a sheet of paper in his right hand, T elicits verbs, and writes them down on the board. He checks something on his desk for a few seconds, and then returns to the board to add more verbs. Most of the verbs come from two students.

Along with the development of longer stages and the introduction of cultural and personal elements, another characteristic of the pedagogic routines involved an increase in the use of Spanish in the instruction. Although the proportion of the two languages remained unequal and English was still more often employed by the end of the observations, the teacher showed a tendency to speak more Spanish both during the stages and their transitions. Possibly, the combination of the above pedagogic routines – a clearer orientation to the course, the incorporation of cultural and personal dimensions into the instruction, and the increase of Spanish – with the specific changes in the classroom environment contributed to the gradual intensification of the pace of instruction perceived in the last lessons observed.

Control over the instruction and the students

Like Teacher B, this teacher tended to deal with control from a mainly pedagogic perspective. In this case, both the management of control and the definition of pedagogic routines seemed to exhibit a clear-cut development. At the beginning of the period of observation, the teacher appeared to experience some difficulties in outlining clear parameters, particularly in episodes concerning student interventions not related to his initial purposes for the instructional sequence. These difficulties could be considered as one of the reasons for the irregular structure of transitions and pace of instruction in the first lessons. Instead of leaning toward the implementation of specific disciplinary actions, the teacher seemed to support the basis for control mainly through the above-mentioned decisions on the materials and activities for the course.

Other factors for the development of pedagogic control in these lessons include the physical position of the teacher, and the use of Spanish in the instruction. First, the gradual variations previously described with regard to the physical position could provide a more perceptible definition of the stages and their boundaries for both teacher and students, and therefore a lower incidence of questions, doubts and other types of interventions. Secondly, several episodes of interaction during the lessons suggested an attempt by the teacher to either maintain or recover the floor by resorting to Spanish. It

also appeared to have a perceptible effect in the behavior of the student(s) participating in the interaction, especially when this involved topics not directly related to the planned sequence. One of these episodes was introduced in the stimulated recall at the end of the third interview, in order to explore the combination of English and Spanish in the instruction (see page 174). The following excerpt was recorded later in the observations (Lesson 5, 36:24, page 435):

IN	T	All right (.) a:: (15) *Para la tarea quiero que escriban una composición* a: *de quince oraciones sobre lo que* (1) a:: *sobre lo que hizo la sema-el fin de semana pasado. Entonces,* m:: *es,* a:: (1)	T goes to his desk, and from behind it checks pages in the book in silence. (36:00) He begins with verbal IN as he looks at the pages, and then steps to the board, where he erases what was written and begins to put down the homework. As Drew keeps speaking, T does not stop writing on the board.
DM	F1	Ay, Mr. T! We just did that or something xxx.	
	T	Drew! (7) *Hay que practicar, si quieres aprender el español hay que practicar* ((continues writing on the board))	

Teacher E

Transitions between instructional stages

Verbal and non-verbal characteristics: The most significant features of the transitions in these lessons were (a) the prevailing use of Spanish, (b) a high incidence of repetitions, and (c) the relationship between the different types of stages and the changes in the teacher's physical position. Likewise, these features could be linked to one of the main characteristics noted for the instruction of this teacher, i.e., a rather consistent pace from the beginning of the instructional sequence (see Appendix "Observations – Transitions", pages 125-126).

Interaction between teacher and students: The transitions contained very few instances of exchanges between the teacher and one or more students. While with Teacher A this situation could be related to his disciplinary control over the instruction, in these lessons the pattern could derive from the consistent pace of the instructional sequence. Other factors could be (a) the expectations established from the first lessons as to the use of Spanish in the classroom, and how this could prevent certain students from intervening in the transitions, and (b) the influence of the

institutional context with regard to the relationship between teacher and students, as the following segment could suggest (Lesson 4, 22:53, page 490):

FE	T	*Algunas personas responden, algunas personas no. Tenemos que practicar mucho los números. ¿Cómo practicar?* Saadiya?	The teacher remains in the same position as above as he starts asking for suggestions about studying and pronouncing numbers in Spanish. With the question from the female student, he steps to the board to write several numbers to illustrate his explanations, which include several options to write and pronounce numbers based on different dialects of Spanish.
	F	a:	
	T	¿Pregunta?	
	F	I didn't mean to cut you.	
	T	No, no.	
	F	Ok, a: question ((FE continues))	

The episodes of interaction during the transitions were mostly concerned with questions and doubts about (a) directions for an activity, and (b) specific cultural or linguistic items. In these exchanges, the teacher often resorted to English in what could be considered an attempt to provide a prompt response to the queries, and then close or open the corresponding stage. On the other hand, there were other episodes of longer duration in which the teacher switched from English into Spanish, apparently to denote his intention to move on to the next item in the lesson (Lesson 1, 34:34, page 469):

IN	F1	((as the group reads the model for IN)) Where do you get to see this?	T takes the textbook and moves to the center with the book up to his chest. (34:16) He points at 3 students with his hand and asks them to read the model for the following activity. Occasionally, the teacher places his right hand behind his ear to request a higher volume from the students reading the model. He walks from one side to the other of the room with the textbook in the same position and (35:57) assigns the groups of 3 students by calling their names and making gestures. Finally, he goes back to his desk as he speaks, and leaves his book there.
	T	((LL and T smile)) (1) <u>En</u> <u>el</u> <u>libro</u> ((F reads from book))	
	F2	((at the end of IN, after T explains the word "manzanilla")) What, what is that? *¿ 'Manzana'?*	
	T	"Camomile."	
	F2	What's that?	
	T	*Es un tipo de té. Yo no tomo té y yo no sé reali-en realidad cómo es.* I I don't drink tea (.) very much, and so I couldn't tell you what camomile tea taste like. Anybody describe the flavor?	
	F3	(.) Yucky ((LL laughs))	
	T	"Yucky," ((smiles)) xx *¿no?*	
	F2	Is that what you drink when you are also sick [x?	
	T	[Well, it's it's a type it's a type of tea, it's just, you know, tea has different flavors=	
	F2	=I know, but is it "/camoril/"?	
	T	"Camomile."	
	F2	[x. Well ((smiles))	
	T	[Could be, *no sé, no sé. Yo yo no tomo, no tomo té, muy poco. Bueno, entonces ustedes tres,* e: Colleen, Amanda y Bekah, *tres.* x What we'll do is take turns, play the role each person play the role of these ones ((continues assigning groups)) *Y ustedes uno, dos, tres, y ustedes* xxx.	

Pedagogic routines

The report on the on-site observation outlined several characteristics of the instruction of Teacher E: (a) a sequence structured around short stages – particularly IN – (b) changes in the physical position according to the different stages, (c) a consistent pace of instruction from the beginning of the lesson, and (d) a low incidence of substages.

Unlike the situation described for Teacher D, the pedagogic routines in these lessons seemed to have been fixed from the beginning of the course. As pointed by the teacher in several occasions during the interviews, the guidelines set forth by the textbook were an essential component in the advance of these routines. However, the classroom observations illuminated other relevant aspects concerning (a) a noticeable level of cooperation from the students with regard to the instruction and (b) a gradual incorporation of cultural and personal information in the presentation and practice of the course materials.

Due to the design of this study, the description of the students' engagement in the course should be mainly considered as a perception derived from my position of non-participant observer. The notion of cooperation is based on, first, a quiet classroom environment during the introduction of the contents, and secondly a seemingly positive attitude toward the development of the learning activities, particularly those involving pair or small-group work. A further dimension of this notion may be connected with the gradual incorporation of cultural and personal information, assuming that this process could have a positive effect on the students' degree of involvement in the instructional sequence.

In general, the amount of this kind of information increased as the lessons advanced. At first, the material consisted of descriptions of cultural facts provided in English or Spanish. Gradually, the students were asked to share brief accounts about their personal experience in stages containing a higher level of linguistic complexity. At the end of my observations, the accounts had become reports drawn after longer periods of interaction with one or more peers. These activities were often followed by a stage in which individual students would present specific facts from the discussion in their group to the

whole class (first excerpt, Lesson 7, 28:55, page 515). In several instances, these presentations involved remarks from the teacher about personal characteristics of the student(s), generally conveyed in Spanish (second excerpt, Lesson 8, 50:34, page 523) In the third interview, the teacher described these procedures, along with the progressive incorporation of references about himself, in terms of the importance of the rapport with students, and the pedagogic value of interaction developed at a personal level.

IN	T	*Rápidamente* (.) *en parejas, hablen ustedes sobre sus programas favoritos de televisión* (.), *y después díganles a los compañeros a qué horas son los programas, y también pueden decir qué día ¿no? Qué día y a qué hora son esos programas ¿no? Rápidamente, qué programa te gusta, a qué hora es ¿no?, qué día ¿no? qué día es, rápidamente en parejas ¿ya? las mismas parejas* (.) *Dos minutos.*	As he asks the class to split in pairs, the teacher walks to the students sitting near the window with his right forefinger up to his chest.

(Translation) "Quickly, in pairs, talk about your favorite TV programs, and then tell your classmates at what time the programs are shown, and also you can tell them what day, right? On what day and at what time those programs are, right? Quickly, what TV program you like, and what time it is at, right? What day, right? what day it is on, quickly in pairs, ok? The same pairs. Two minutes."

IN	T	*Bueno, ¡quédense por favor, no se muevan, donde están donde están!, no se muevan ¿no?* ((LL are still working on AC)) *Rápidamente, díganme ¿qué costumbres, qué hábitos, qué horario, qué qué información interesante tienen de sus compañeros?* (.) *Algo interesante* ((smiles)), *como por ejemplo que que* Claudia *pasa todos los jueves toda la noche ahí en* Couch's *tomando vodka* ((LL laugh)) *¿Qué más, qué más pueden decirme? Más información.*	T makes gestures with both arms as he speaks standing in between the overhead projector and the first row of students.

(Translation) "Ok, stay please, don't move, stay where you are stay where you are!, don't move, right? Quickly, tell me what customs, what habits, what schedule, what what interesting information you have about your classmates? Anything interesting, like for example that that Claudia spends every Thursday nights there at Couch's drinking vodka. What else, what else can you tell me? More information."

Control over the instruction and the students

The discussion of the interaction between teacher and students during the transitions involved a possibly significant difference between Teachers A and E concerning their approach to the issue of control. It was suggested that Teacher E relied on a number of pedagogic procedures in order to keep the instruction at a consistent pace. The following could be the main characteristics of the pedagogic control in this classroom. Even though some of these features have been already mentioned in this report, here I have attempted to illustrate them with specific segments from the recordings:

- Significance of the teacher's perception of the main objectives for the course, and his preparation and organization for each specific lesson; e.g., "Everybody x, somebody asked me a question as well about the "Diario" exercises, right? It says, for example (.) for the ((closes door)) activities manual, that's where those exercises are ... and the day in the course schedule is September 15, the day we turn it in, ok? So, go back, take a look in your syllabus to clarify those kinds of things on page two" (Lesson 1, 2:20, page 464)
- Expectations about the use of English and Spanish in the instruction; e.g., "Bueno (.) vamos (.) a conseguir, vamos a obtener, vamos a obtener información sobre los compañeros no hablando nada de inglés, obviamente ¿no? Nunca nada de inglés ((smiles. IN continue))" ("Ok, we are going to obtain, we are going to obtain information about our classmates without speaking any English, obviously. Never in English") (Lesson 6, 47:03, page 510).
- Influence of the institutional and academic context on the interaction between teacher and students (see the above excerpt from Lesson 4, 22:53, page 490).
- Relevance of the teacher's non-verbal behavior as to the definition of clear boundaries between stages and their comprehension (Lesson 1, 23:00, page 467):

AC	T	*Bueno* (.) *hace hoy hoy hace mucho calor, mucho calor,* xx *esta ropa* ((makes gestures)). *Hace mucho calor. ¿Qué, en un día cuando hace mucho calor, qué deseas tomar? Julien, ¿qué deseas tomar? Hace mucho calor, buf* (1)	As he addresses questions to individual students, T makes gestures to clarify the meaning of certain words ('shirt,' 'sweating,' etc.). He also moves to the students' chairs keeping a distance of approx. 150 cm, and remains in front of each of the students answering his questions. (24:14) With the last question, T turns to the board and erases everything that was written before.
	M	m: *un un vaso de agua mineral* ((AC continues))	

- Management of certain episodes in which the student(s) did not seem to display the above-mentioned cooperative behavior to the instruction (Lesson 5, 32:42, page 499):

FE	•T	*"Ella, ella."*	The teacher maintains this series of exchanges facing the female student at a distance of 140-150 cm. The whole class does not intervene, unless requested by T to provide a word or expression.
	F	(.) *'Ella'* means □xxx□ a;	
	T	*'Soy, eres.'*	
	F	*Soy eres de, no.* [Bekah.	
	T	[*Yo soy* =	
	F	=*¡De* Altoona*!*	
	T	*'Yo soy, tú eres, ella'* (2) *¿Clase?*	
	LLL	*'Es.'*	
	T	*'Ella es.'* ((the exchange continues until the end of FE. LL giggle. T elicits from F the correct forms and asks her to repeat her contribution from the beginning)) ... *"Los libros," está bien ¿no?, está bien.*	

Final considerations

The analysis of the transitions focused on the characteristics of (a) the verbal and non-verbal moves defining the limits of the stages, and (b) the verbal exchanges between teacher and students. The analysis of pedagogic routines and control centered primarily on the transitions between stages, but it also attempted to interpret episodes within the stages, in order to develop the groundwork for a further discussion of notions such as pedagogic discourse, classroom culture, and teacher socialization.

The five teachers participating in the study appeared to share certain characteristics in their use and management of the transitions:

- Limited variety of words and expressions functioning as focusing and framing moves.
- Greater size of boundary moves to introduce a new stage – focusing – than those summarizing or closing the stage – framing.
- More emphasis on moves indicating a new stage than on moves providing summaries of the previous stage.
- Prevailing use of commands as the verb forms in the transitions, followed by the immediate future with the pronouns "you" and "we."
- Tendency to more significant changes in the transitions from IN into other stages – especially AC and FE – often related to interventions from one or more students.
- Inclination to remain in the front of the classroom, not only in the transitions, but also during the instructional stages – with the exception of AC in pairs or groups, especially in the case of Teachers D and E.

Other characteristics suggested different preferences or approaches toward the interaction with the students, the use of English and Spanish, the potential purposes of the performance features, and body movements:

- In relation to the variations described in terms of their frequency and structure, the episodes of interaction during the transitions exhibited several differences concerning the teachers' verbal behavior. For example, Teacher A tended to hold short exchanges, with little verbal participation from his students, and instead attempted to deal with any

doubts before moving on the next stage. Most of the interaction observed for Teacher C was also brief, but in this case concerned with instances of discipline. On the other hand, Teacher B often engaged in what has been considered as a process of negotiation about activities and assignments, while Teacher D appeared to express his reluctance to get involved in this kind of exchanges through a number of verbal and non-verbal responses. Finally, the response of Teacher E to the questions addressed to him in the transitions tended to be brief, often involving the use of English in order to go back to the initial point of the stage as quick as possible.

- In the interviews, all the teachers except Teacher E linked the use of English in the instruction to (a) the presentation and practice of specific aspects of the subject – e.g., grammar and cultural facts – and (b) an attempt to keep the students aware of and/or focused on what was going on in the lesson at a general level. Besides its main role as object of instruction, the target language could also serve as: (a) a prompt to converge attention on a new stage – e.g., phrases like "abran los libros" ('open your books'), "en los cuadernos" ('in your notebooks'), etc. – (b) a procedure to either keep or regain the control of the interaction – see excerpts in pages 227, 238, and 239 from lessons taught by Teachers B, D and E, respectively – (c) a reinforcement after correct or desired interventions – e.g., "excelente," "muy bien," "está bien," etc. – and (d) a strategy to give more emphasis to remarks regarding matters of discipline – e.g., expressions as "cierren la boca" ('shut your mouth'), "escúchenme" ('listen to me'), etc.
- Earlier in this study (page 100), performance features were defined as linguistic and non-linguistic elements shaping the spontaneous speech as part of an attempt to plan the discourse at different levels (Goldsman-Eisler, 1972). In addition to this primary function, the retrospective analysis indicated other possibilities involving: (a) changes in intonation, emphasis, and volume to indicate the beginning and/or the end of a stage, and to accentuate specific references to issues of discipline, (b) occurrence and duration of pauses linked as well to the definition of the transitions, and used as a procedure to shorten or close exchanges apparently not relevant to the instructional sequence arranged by the teacher, and (c) significance of repetitions partly as a technique to stress the transitions, but also as a strategy to support the use of the target language during the instruction. In general, certain teachers seemed more aware

than others of these possibilities. Also, there were specific features – e.g., self-correction, lapses, and pauses – that could be considered as intrinsic characteristics of the teachers' discourse inside and outside the classroom, rather than as potential pedagogic techniques or strategies.

- With the exception of Teacher E, the teachers did not seem to utilize body movements as a strategy for signaling the beginning and/or the end of transitions, nor did they appear to use them to reinforce the content of the instruction. Instead, body movements were often interpreted in relation to either (a) the idiosyncratic non-verbal behavior of the teachers, or (b) specific instances involving matters of discipline – e.g., raising a hand to request silence from the whole class, pointing to individuals displaying a disruptive behavior, etc.

As mentioned in the on-site observation reports, the analysis of classroom observations and interviews suggested that the teachers could resort to two main kinds of control – disciplinarian and pedagogic – which did not appear to be mutually exclusive. On the contrary, the teachers seemed to combine these options according to a personal process of interpretation and assessment of the dimensions making up their personal theories of teaching and learning; e.g., the views of Teacher A about recent changes in society and discipline standards in the schools, the efforts of Teacher D to develop a sounder knowledge base for his pedagogic practices, or the remarks by Teacher E about the relevance of expectations and planning in his teaching.

5.4. Teacher journals

The journals were intended to collect the teachers' views of their teaching and the courses in this investigation from a perspective that did not entail (a) precise guidelines for the preparation and content, and (b) personal interaction with the researcher – as in the interviews or the observations.

I had initially planned to request the journals twice during the investigation (see Section 4.4. "Teacher journals", page 103). However, I changed this procedure halfway through the period of observation, and collected the journals at the end of the third interview. This decision had to do, first, with several comments made by the teachers during informal talk before or after the lessons. In order to check whether they had been able to write any entries, I attempted to introduce this subject occasionally, and in a way that the teachers might not find too inconvenient or demanding. Two weeks before the second interview, Teacher A was the only teacher who had not begun to write in the journal, because of his busy teaching load that year. The response from Teachers B and C suggested that their entries had not been very regular or lengthy, while Teachers D and E indicated their attempts to write on a regular basis. My impression was that, for some teachers, the preparation of the journal could represent an enterprise that would need longer to develop. It also appeared to constitute an activity that could require a higher degree of privacy, which might be affected should I examine the content of the journals during the observations.

Besides the above comments on the frequency and extent of the entries, the teachers did not generally talk about the content in our informal conversations. At first, Teachers C and D asked me whether I was interested in their writing about any specific aspect of their courses, such as planning, activities, students, etc. Also, Teacher B made some references about issues that she had described in detail in her journal, especially in relation to the episodes of disruptive behavior that I had observed in her lessons. When I requested the journals in the third interview, Teacher A seemed somehow apologetic about his few entries. Teacher C discontinued her writing after my observations, while

Teacher D's notes became much more sporadic. The case of Teacher E was different in this respect, since his course finished at the same time as the observations. During the interview, Teacher B linked some of her opinions to points that she had previously described in writing. However, when I asked her for the journal at the end of our encounter, she could not remember where she had kept it. I considered that this response could be a result of her previous reaction to the stimulated recall (see page 147). For this reason, I asked her whether she would mind looking for it later, and we agreed that I would call her the following week. After this and two other phone conversations – each held with an interval of approx. two weeks – Teacher B had not found the journal, and I decided not to make any more attempts to collect it.

Besides a few references to lexical or grammatical items and everyday expressions in Spanish, Teachers A, C, and D used English in their journals. Teacher A wrote 4 entries of 80-100 words each, in a period of two weeks (24th November, 25th November, 3rd December, 8th December). Teacher C had 16 entries – from 26th August to 14th November – written every 3-5 days. Even though their extent ranged from 30 to 250 words, a typical entry had approx. 45-50 words. 11 out of the 14 entries by Teacher D were recorded once per week until mid November (three weeks before the end of the observations). Afterwards, the three last entries were written on 1st January, 3rd March, and 31st May. As with Teacher C, the extent of the segments varied – 50 to 350 words. However, the average number of words in Teacher D's was quite higher – 200-225 words per entry. Finally, Teacher E wrote 10 entries of similar extent (150-200 words) with the exception of two segments with less than 100 words. The frequency of the entries was also rather consistent – one every two or three weeks of classes until the end of the period of observation. The last entries of Teachers D and E contained general comments and reflections about the development of the courses that I observed.

In order to outline the main topics and concepts from the journals, I have followed a similar sequence of analysis to that in the interviews: (a) underline specific segments, (b) prepare a worksheet with topics and concepts, and (c) write individual reports. The last section includes some general considerations based on the reports.

Teacher A

In his four entries, Teacher A focused on two main characteristics of the course that I observed – good behavior and strong motivation – that appeared to have a positive influence on his attitude toward the group. These characteristics were described in terms of the enthusiasm, participation, and capability shown by the students during (a) tasks developed in the classroom, and (b) an extra-curricular activity on the same day of the first entry – a trip to a nearby town to attend a theatre production in Spanish. The tasks were mostly related to the presentation and practice of specific grammar items such as the present perfect or the comparison of equality.

In general, these entries exhibited a descriptive approach to the main topics. Only on two occasions did the teacher refer to external factors that might contribute to the quite positive account of his instruction and the students. These circumstances were a week with fewer school days (first entry), and the return from the Thanksgiving vacation (third entry). Except for a remark in the first entry about the involvement of two usually quiet individuals, the teacher tended to describe the students as a group with adjectives such as "active," "excellent," "nice," etc.

Teacher C

In the three first entries, the teacher provided brief impressions of Course C concerning the large class size and the reaction of individuals when asked to read aloud or to work in pairs. After a remark on the level of noise in the classroom, the following entry referred to the first quiz on classroom vocabulary and expressions. Subsequently, the teacher tended to describe the progress of Course C through comments on the results of quizzes and exams. The comments generally involved the whole class, although they also included a few more references concerning the performance of the individuals mentioned in the initial entries.

The attention to the students' academic performance appeared to be directly associated with two other topics: "difficulties in teaching foreign languages" and "outside influences." The former dimension included issues such as (a) the low level of attention that students would usually display in the classroom – in relation to their age – (b) a limited capacity of memorization as a consequence of recent developments in education – rather concerned with "understanding" as a primary purpose – and (c) the lack of general knowledge among students directly related to their poorly developed sense of curiosity about new things. To some degree, the discussions – mentioned in the entries – between the teacher and colleagues from other disciplines might suggest that the above issues not only affect foreign language instruction, but the entire enterprise of educating high school students in the USA. In addition, Teacher C pointed out the lack of emphasis in the English courses to the teaching of grammar. Even though teachers of other school subjects might share this concern, it appeared to create more serious obstacles in courses of foreign languages, where the students' reaction to the mention of concepts such as "noun" or "pronoun" seemed to indicate a complete ignorance.

The "outside influences" comprised a number of aspects that could be considered typical of life in American high schools, such as assemblies sponsored by an array of organizations – e.g., the U.S. Army – club activities – meetings, sales, dances – sports events, etc. To a certain extent, the teacher recognized the possible benefits of these events for the students. However, she emphasized her concern about the effect on the development of her instruction: interruptions, dismissals, frequent absences of certain students participating in different events, etc. Together with this academic dimension, Teacher C also mentioned another kind of external influence, in this case connected with her students' well-being. For instance, how the consumption of large amounts of candy during the Halloween season – end of October – could result in "sugar-high" conditions which, in the classroom context, usually meant episodes of hyperactive behavior.

The teacher also included a few remarks on her positive impression of Course C – e.g., "they're not all the brightest, but they are nice – to each other and to me" – and a possible explanation for what she considered odd after four weeks of observation – no student had

asked her who "the man in the back of the room" was –: "My elementary friend [a teacher in the elementary school] tells me it's because these kids become so accustomed in grade school to having strangers in the room – such as speech teachers, hearing teachers, student teachers, etc. – that they don't think it's strange to see a stranger" (7th entry, 18th September)

Teacher D

Unlike the focus on the students' academic performance noted in Teacher C's journal, Teacher D seemed to structure his writing around the description of his own process of learning as a teacher. More specifically, the journal appeared to consist of a number of stages in which the teacher elaborated on the following areas: course objectives, pace of instruction, use of English and Spanish, teaching materials for the course, planning and expectations, and evaluation.

The first entry gave an account of the introduction to the course in the first lesson – the day before my first observation. Rather than reporting on matters of organization and content, the account referred to general expectations concerning (a) classroom discipline – "class rules" – in relation to the problems encountered during the previous academic year with some of the students in Course D, and (b) interest in the subject, overall considering that it was an elective course. At the end, Teacher D indicated his good initial impression about the group. Possibly due to the small size of the class, subsequent comments about the students – not until the sixth entry – centered on individuals rather than the whole group, with respect to both their academic and personal characteristics.

Except for the last one, the next entries began with a summary of the lesson taught the same day. In general, these summaries were more detailed than the plans that the teacher gave me in my observations, with regard to the lexical and grammatical items covered in each lesson. As mentioned before, the summaries were followed by examinations of different issues involving the teacher's approach to his own teaching. To a certain extent, some of the issues appeared to be rather connected with the progress of Course D. For instance, the teacher would mention the slow pace of instruction in a class period devoted to reviewing grammar

materials, or express his concern after a lesson in which he had switched from Spanish to English without a clear rationale. Teacher D discussed the same issue in a later entry, this time introducing a distinction – shared by other teachers in the study – between the use of English in the presentation of grammar items, and Spanish for the development of the activities. He finally indicated the connection between the use of English and the need to promote rapport with the students (also described in the stimulated recall, page 174).

The comments on the teaching materials for Course D were based on the teacher's decision to lay aside the grammar textbook and incorporate more oral activities – skits, reports on personal information, etc. This discussion could be considered as the transition toward the examination of other issues at a more general level. To some degree, it appeared that this change of orientation increased the teacher's confidence about his instruction, and allowed him to concentrate on matters such as planning and evaluation. Teacher D emphasized the benefits resulting from writing longer and more detailed plans in order to (a) feel more comfortable during the lessons, and (b) be able to utilize the plans in the future. In addition, the teacher stressed the relevance of setting higher expectations for students, in this case not associated with classroom discipline, but rather the development of learning skills, the preparation of assignments, and the involvement in classroom activities.

At the beginning of his last entry, Teacher D mentioned that he had learned a few things during the academic year – without providing further details. He also described some of the successful activities introduced as the course advanced – e.g., vocabulary games and skits. Next, he discussed the issue of evaluating the increasingly relevant oral component in his courses – described as "an abstract procedure" – in connection with his resolution to: (a) provide more positive reinforcement, and (b) reduce the use of English in the instruction. Like the previous teacher, Teacher D included a brief reference earlier in his journal to my presence in his classroom, although this time concerning its effect on himself: "I feel quite nervous about being observed. I try to ignore it, and concentrate on what students will benefit from the most, rather than my own self-consciousness" (3rd entry, 30th September).

Teacher E

A general feature of this journal involves a change in the layout halfway through its writing: Entries 1-4 were organized around several paragraphs marked with dashes, and Entries 5-10 were developed in single paragraphs with a similar amount of words. To a certain extent, this change might be related to a different approach to the content of the entries by Teacher E. In the first part of the journal, the teacher appeared to give more emphasis to the account of procedures and activities implemented in the lesson taught the same day of the entry. In the second group of entries, the attention seemed to turn towards more general descriptions about the progress of Course E.

In the accounts for Entries 1-4, Teacher E seemed to bear in mind his objectives and expectations for each lesson with regard to, for instance, the activities to reinforce appropriate pronunciation habits and other basic principles set out by the textbook. He would then describe the outcomes of these activities with comments about (a) the performance of the whole class and/or individual students, and (b) possible strategies to deal with limitations related to the students' performance and/or his own lesson plan. In this respect, Teacher E indicated the need to gradually get into the specific techniques to conduct a beginning Spanish course, after a few semesters of not having taught at that level. These techniques would involve matters such as: (a) organization and development of activities, (b) choice of language in the classroom, and (c) individual differences among the students in Course E.

After the initial comments concerning the re-adjustment to Spanish I, Entries 5-10 appeared to focus on the progress of Course E, often in relation to the teacher's impressions in the first part. Some entries included short references about the performance of the whole group or certain students according to their grade in quizzes or tests. However, Teacher E tended to account for the development of certain skills – listening, speaking and grammar – and, more frequently, the participation of the class or individuals in small-group activities. In connection with this point, the teacher mentioned a positive disposition in Course E to work in pairs or groups, considering the

heterogeneity of the class with regard to their personal background and level of proficiency in the target language. He also pointed out his concern about the use of English by some students in both teacher-centered and small-group activities, but he did not suggest any possible reason for this tendency.

Teacher E introduced his last entry with the heading "Last reflections." He first indicated his overall satisfaction with the progress of the students and his own instruction. In part, this impression was based on the results of a self-made survey that the teacher had asked the class to complete at the end of the semester. However, the surveys also suggested possible changes for the future – e.g., more emphasis on writing, in order to deal with specific problems in spelling and grammar structures. At the end, the teacher reiterated his perception of this course – Spanish I in School E – as challenging because of the variety of academic levels, and the need to maintain a balance between "not losing the less advanced students," and "not boring the advanced ones."

The only comment on the investigation itself appeared at the end of the second entry (29 August), and referred again to the teacher's reaction to my position as a non-participant observer: "I have not felt too anxious because of the presence of a 'spectator' in the classroom, but it has certainly affected my concentration a little. I have to keep more focused" (my translation).

Final considerations

As described in the introduction, the collection of data through the journals involved a number of procedural changes compared to what had been initially planned – made by the researcher – and varying degrees of commitment – exhibited by the teachers. The notion of commitment could be initially considered in terms of the extent and frequency of the entries. In addition, it could also reflect how the teachers might be willing to express their views and ideas about the classrooms and their own teaching. Obviously, this issue could affect the other methods and techniques for the collection of data in the investigation. However, the preparation of the journals entailed certain procedures – such

as writing with a greater degree of freedom and privacy – that could result in significant differences with regard to, for instance, the intimacy and informality adopted by the teachers in their writing, or the extent to which the entries could indicate an attempt to maintain face in the eyes of the researcher.

With the exception of the gradual description provided by Teacher D about the different areas of interest in his courses, the journals seemed to deal with topics of a rather practical nature. In other words, the entries tend to focus on the characteristics of the lesson taught the same day on which they were written. These comments would generally relate the description of learning activities, and their outcomes in terms of the involvement shown by the group or specific individuals. In most cases, the connection between different entries was based on remarks concerning the overall progress and attitude of the class – positive for the most part. Observations expressing views or opinions about topics at a more general level – beyond the context of the courses that I observed – appeared rather sporadically, and their extent was noticeably shorter than the above remarks on the courses.

The majority of issues discussed in the journals had previously appeared in the interviews; e.g., the influence of external factors in the instruction of Teacher C, the implementation of changes by Teacher D as the period of observation advanced, and the emphasis given by Teacher E to the development of the lessons according to his initial objectives and expectations. I attempted not to regard these apparent coincidences only as a convenient step toward the subsequent discussion of results. Rather, I hoped to refine the areas of interest introduced by the teachers in the interviews. For example, the analysis of Teacher D's journal allowed me to develop in more detail the stages in which he perceived his process of learning to teach. Likewise, the comments made by Teacher C about the outside influences in her teaching provided me with further elements that could be of relevance for the analysis of other institutional contexts.

6. Conclusions

This investigation explores the ways in which teachers contribute to the development of the language classroom culture. The courses involved in the study were conducted by five different teachers during the academic year 1997-1998 in four high schools – three public and one private – and a private liberal arts college, all of them located in Central Pennsylvania, USA. Data were obtained from a combination of methods/instruments intended to capture as much as possible the dynamic nature of the processes taking place in the classroom setting.

The chapters reporting the data analysis have provided largely separate descriptions of the social and academic context of the classrooms involved in the research project, the teachers' views about their teaching and the students, and the development of the instruction. The following conclusions attempt to condense and integrate these data and thereby to offer some answers to the four questions which guided this study:

- What are the characteristics of the social and institutional context of the teachers and their classrooms?
- What views do teachers have about language teaching and learning, and what perceptions do they have concerning their classrooms and their own teaching?
- What verbal and nonverbal means do teachers employ in their instruction, and more specifically during the transitions between the instructional stages that make up their lessons?
- In what ways are the answers to the three previous questions systematically related; e.g., how far and in what ways are teachers' expressed views reflected in certain aspects of their classroom practice?

Even though the answers to each question appear separately, they are intended to offer complementary perspectives relating to the main purpose of this study – to explore the teachers' contributions to the development of the culture of foreign language classrooms. The first part of this chapter – "Preliminaries" – offers some reflections about the data collection methods. Following the answers to the research questions, the section

"Summary of context-specific findings" provides specific references to what was distinctive of each research setting and its participants. Finally, the section "Other related matters" introduces a number of areas that have not been covered by this study, but could usefully become the object of research at a later time.

Preliminaries

The chapters on data analysis contain some references to the difficulties involved in (a) dealing with extensive information from several sources, (b) maintaining different attitudes toward the examination of qualitative and quantitative data, and (c) attempting to keep the essential tone of what the teachers did, said, and wrote. To a large extent, these issues derive from the overall qualitative approach of the study. At a general level, some authors in applied linguistics have examined notions within this research orientation such as "complexity" in the investigation of contextualized experience, "quantification" through the triangulation of analytical techniques, and "credibility" of any possible claims in view of the available evidence (Davis, 1995; Freeman, 1996a; Edge and Richards, 1998). This process has involved an attempt to develop a less restricted discourse for research (Miller et al., 1998), in order to promote a shift of emphasis from specific research paradigms to a consistent connection between the methodological design and the question(s) (Lazaraton, 1995). The idea of "principled eclecticism" in L2 teaching and learning research – a term borrowed from recent work in language teaching methodology (Kumaravadivelu, 1994) – could also be related to:

- the study of language learning from an ecological perspective – i.e., in terms of social activity and relationships among people (van Lier, 1997, 1998), and
- the analysis of language teaching "within the broader framework of teacher-learner, contexts of schools and schooling, and the pedagogic process" (Freeman and Johnson, 1998).

At the specific level of this study, the previous chapters have indicated a number of procedures intended to preserve the quality of the data. In addition to these procedures, I have attempted to explain episodes concerning my relationship with the teachers, their

professional context and activities, and their attitude toward the investigation itself. This endeavor has often resulted in lengthy annotations which, for practical reasons and my own doubts about their relevance, have generally been included in the appendices. Despite the above procedures and precautions, the implementation of the data collection and analysis techniques constituted a laborious process, which could obviously be refined should it be undertaken again. In this respect, some changes would affect:

- the background description of the institutional context: the examination of reference sources and the contact with school administrators could provide more specific factual and explanatory information; e.g., questionnaires, structured interviews, etc.
- the final stage in the elaboration of the domains in the interviews: in order to strengthen the agreement of my interpretations with the teachers' views, the interviews could include a section devoted to discussing the preliminary domains and main concepts as outlined in the worksheets,
- the adequacy of the observational analysis: the incorporation of further computing techniques and procedures could allow a more detailed qualitative analysis of the teachers' discourse in the classroom, and
- the preparation of the teacher journals: keeping the same broad orientation to their content, the teachers (and the researcher) could be given more specific guidelines with regard to their preparation and collection.

First question: What are the characteristics of the social and institutional context of the teachers and their classrooms?

The average public school teacher in the USA is 40-42 years old, white, married to an employed spouse, and a parent. The majority of teachers continue to be women – especially in elementary education – although men outnumber them in mathematics, science, social sciences, and vocational education (Choy et al., 1993). Current challenges for these teachers are mainly related to (a) higher expectations regarding the educational success of all students (Darling-Hammond and Bullmaster, 1997), and (b) greater attention to the individual needs of students with diverse social, ethnic, and personal backgrounds (Darling-Hammond and Sclan, 1996). In order to meet these challenges, education reforms

appear to emphasize the development of professional standards more meaningful and ambitious than "the traditional system (...) based on completion of specified courses in state-approved programs of study" (ibid.: 68). A major difficulty for this process involves unfavorable working conditions and low salaries of schools in inner cities and poor rural areas, which often limit the extent to which standards can be raised (ibid.: 69).

As mentioned in the background description, the schools in this study were located in the same rural area, with lower median income and higher unemployment rates than the state and national averages. However, the teachers' views concerning the social and institutional environment exhibited a rather striking contrast between public or private teaching institutions. To varying degrees, the teachers working in public schools focused their attention on problems that American adolescents may encounter at present – family issues, lack of orientation and supervision, negative influences, drugs, etc. Specifically, their notion of "standards" – definite rules, principles, or measures – seemed to revolve mainly around the management and control of their classrooms. Matters of professional development appeared to receive less consideration, and were often described in terms of the appraisal and implementation of new learning activities and evaluation procedures. As for the institutional context, emphasis was given to external demands resulting from the combination of diverse academic and administrative duties – teaching load, combined sections, class size, involvement in extra-curricular activities, clerical and record-keeping work, interruptions, etc. On the other hand, the teachers in private schools did not make any reference to the social environment, nor did they appear to be too concerned about possible institutional interferences in their teaching.

In keeping with their small size, the schools involved in this investigation had only one – Schools B, C, and D – or two Spanish teachers – Schools A and E. All of them seemed to have a similar relationship with other members of the teaching staff. This was discussed earlier as part of the "form" of teacher cultures (see page 39). According to a classification suggested by Hargreaves (1992, 1994, 1997), the patterns of relationship and forms of association among members of a school community might be considered as one of the following:

- "individualized," with teachers working independently and in isolation from each other,

- "collaborative," where teachers work together and share ideas and materials as a single professional community,
- "balkanized," where teachers are separated into and work together in different sub-groups such as grade-levels or subject departments, and
- "contrived collegiality," where collaboration is mandated, imposed, and regulated by managerial decree.

(Hargreaves, 1997:1305)

An overall impression mentioned by all the teachers was of the respect and positive attitudes shown by their colleagues toward foreign language instruction. There was also some collaboration, which centered on regular exchanges of information on administrative duties and actions, classroom management, and the academic performance and/or behavior of individual students. Otherwise, however, the teachers appeared to approach the development of their courses and the preparation of teaching materials at an individual level. External support or guidance in this regard might be provided by rather broad state or national curricular and language proficiency guidelines, and occasional attendance at courses or workshops sponsored by state agencies of education – for the public school teachers – and professional organizations – for the teachers in private schools.

It is commonplace to find references to the American students' lack of basic knowledge about other nations and peoples (Omaggio, 1993), and to a general lack of foreign language competence in a country "where foreign language curricular guidelines and systematic outcome assessments are practically nonexistent" (Schultz, 1998:1). Despite a slight increase in foreign language instruction at almost all levels of education (see pages 113-116), and the growing diversity of its population, the United States is still viewed as "a nation of monolinguals, where linguistic isolation coincides with cultural isolation" (Simon, 1980, cited by Omaggio, 1993:356). Higher enrollments in foreign languages nowadays may be related to (a) the advantages of knowing a second language to obtain jobs in a number of professional fields, and (b) a general interest in learning about peoples of other cultures. These reasons might seem more relevant in the case of Spanish, due to the social and economic connections with Spanish-speaking countries in the same region, and the remarkable growth of the Hispanic minority in the last 20-25 years.

Certain perceptions shared by the teachers – especially those in public schools – during the interviews could indicate a possible connection between (a) the geographic location and the socio-economic characteristics of the area where the schools were located (see pages 116-119), and (b) the rather low level of motivation to learn a foreign language. More specifically, most students appeared to take these courses in order to fulfill one of the requirements in the college-preparatory academic sequence, but did not seem to appreciate their potential professional or intellectual benefits. Taking into account the above observations, the situation of these foreign language classrooms could be regarded as somehow paradoxical: on the one hand, the students' academic performance was apparently satisfactory enough for them to enroll in the course; on the other, their general attitude did not seem to show much interest in or involvement with the content. To some degree, this situation is reflected in comments made by the teachers about:

- their "privileged" position in comparison with other colleagues teaching subjects within the core curriculum of the school,
- the positive impressions of their courses generally expressed in terms of the personality and overall behavior of the students, and
- the low expectations for the use of the target language in the instruction, or the attainment of proficiency according to the level of the course.

Second question: What views do teachers have about language teaching and learning, and what perceptions do they have concerning their classrooms and their own teaching?

"Knowledge" – facts and ideas resulting from study, investigation, observation or experience – and "beliefs" – trust or confidence in some person or principle – may be important considerations in understanding the development of classroom practices, the reaction to the possibilities of changes, and the ways in which new information is processed. Research in general education indicates that knowledge and beliefs about teaching may be influenced by three main elements:

- Personal experience, based on ethnic and socioeconomic background, gender, beliefs about self in relation to others, and other forms of personal, familial, educational, and social understandings.
- Experience with schooling and instruction, or beliefs about the nature of teaching and the roles of teachers in connection with one's own experience as student.
- Experience with formal knowledge, particularly the knowledge of and beliefs about subject matter and how students learn it, and experiences with formal pedagogic knowledge.

(Richardson, 1996:105-106)

Recent studies in general education (Feldman, 1997; Darling-Hammond, 1998; Wideen et al., 1998) and language teacher education (Freeman and Richards, 1996a; Freeman and Johnson, 1998) suggest that the first two dimensions may have a stronger effect on building views of teaching than formal teacher education. In this study, the description of the knowledge base and beliefs of the teachers is derived mainly from their comments in our initial contact and the first interview (see Sections "Educational and professional background of the teachers", page 134, and 5.2.3. "Profiles and domains", page 149). Some of the aspects mentioned by the teachers related to familial support and encouragement during their studies, the influence of particular individuals at different stages – high school teachers, college supervisors, mentors, etc. – and their strong personal and intellectual interest in the Hispanic culture and language. In general, the teachers seemed to give a greater prominence to the above aspects than to others concerning their professional training or education. Furthermore, some remarks by the teachers in public high schools appeared to display a certain tone of disbelief or mistrust, especially with regard to courses or materials without a manifest connection with their practical experience in the classroom.

The relationship of knowledge and beliefs with actions has generally been considered as an interactive process: "Beliefs are thought to drive actions; however, experiences and reflection on action may lead to changes in and/or additions to beliefs" (Richardson, 1996:104). The concept of personal practical knowledge attempts to

> capture the idea of experience in a way that allows us to talk about teachers as knowledgeable and knowing persons. Personal practical knowledge is in the teachers' past experience, in the teachers' present mind and body, and in the future plans and actions. Personal practical knowledge is found

> in the teacher's practice. It is, for any one teacher, a particular way of reconstructing the past and the intentions of the future to deal with the exigencies of a present situation.
>
> (Connelly and Clandinin, 1988, cited by Connelly et al., 1997:666)

This notion could be linked to some of the perceptions in L2 teaching research discussed in the review of the literature (pages 37-38). More specifically, the "art-craft" metaphor (Richards, 1998) describes a process of teacher learning in which personal styles and strategies become more relevant than general methods supported by either scientific activity or educational conceptions. In the present study, the section "Final Considerations" following the analysis of the interviews (page 182) provided an account of the teachers' "personal theories," i.e., their personal and subjective understanding of the processes involved in teaching and learning a language, and suggested that these theories appeared to largely consist of practical perspectives on planning and organization, teaching materials, classroom management, etc.

A further aspect of the teachers' personal theories concerns the role played by the textbook in the instruction and, to a certain extent, the interaction with the students. All the teachers in this investigation pointed out the importance of selecting and utilizing an appropriate textbook, as judged by features such as:

- consistent guidelines and goals for the presentation and practice of the content,
- clear grammar explanations, and
- variety and interest of the learning activities.

The on-site observations showed the degree to which the teachers appeared to arrange their instructional sequence according to the textbook, and how this action could influence the characteristics of the pedagogic routines and the management of control over the instruction and the students. In addition, the different approaches to the adaptation of materials from the textbook – in terms of both content and physical organization of the classroom setting – could result in different patterns with regard to the interaction among students, and between teachers and students.

The review of the literature defined "teacher socialization" as a process of acquisition and transmission of knowledge and beliefs in the practice of teaching (page 43), that may relate to practical, cognitive, and affective dimensions (Freeman, 1996b). The teachers in this study tended to follow what has been outlined as a combination of three main dimensions:

- Adaptation to the academic and classroom context – general curricular criteria, textbook guidelines, students' needs and level of motivation, etc.
- Experience – development of teaching activities and classroom routines, definition of a teaching style, interaction with other colleagues, etc.
- Development of what may constitute an appropriate personal philosophy of education in relation to the classroom routines, and the interaction with students.

The first observation about these dimensions relates to their suggested chronological order, which is not intended to be exclusive or restricted. For instance, some teachers might be more concerned about adapting to a new institutional context, or developing new teaching materials, even after an extensive teaching experience that has provided them with a rather definite philosophy of education. Two further observations could be made in connection with (a) the teachers' attitude toward the environment of their classrooms, and (b) their professional experience and/or personality. First, the development of practical knowledge might seem to center on matters concerning the teachers' own sphere of professional activity – planning, content, activities, etc. – and to attach less importance to the idiosyncrasy or personality of the classroom. Secondly, extensive teaching experience could not always be observed to be concomitant with greater practical knowledge, especially in the case of teachers who seemed unable or disinclined to make links between past and present classroom experiences, and aims and goals for the future.

Third question: What verbal and nonverbal means do teachers employ in their instruction, and more specifically during the transitions between the instructional stages that make up their lessons?

Following Richards' distinction (1998) concerning the conceptual organizations and meanings employed by language teachers, Question 2 dealt with teachers' implicit

theories of teaching, and the present question with the ways in which they may introduce content through a variety of learning activities and materials, teaching techniques and strategies, etc. Emphasis has been given to the externally visible elements in the teacher-decision making process – explicit lesson plan, instructional stages, pedagogic routines, and control over the instruction and the students – in contrast to implicit factors related to the internal structuring of decisions, and their relationship to each other (Woods, 1996). In her analysis of boundaries and transitions in EFL classroom discourse, Gourlay (1998) attempts to flesh out a common notion of "good" classroom management based on concision and clarity in the transitions between instructional stages: "Features of teacher discourse which may be viewed as undesirable (...) may in fact serve a function within the larger discourse of the classroom, providing a 'boundary' zone between phases of the lesson, during which social and task related negotiation may take place" (ibid.:1). Within a rather different academic and geographical context, this study assumes a similar level of complexity in the interpretation of L2 teacher verbal and non-verbal classroom behavior at two levels: (a) the transitions between stages, and in the substages, and (b) and the interaction between teachers and students during the same events.

The first group of findings resulting from the observations related to the use of English – L1 of the classroom participants – and Spanish, the performance features in the teachers' discourse, and their non-verbal behavior – body motions and physical position. As mentioned in the retrospective analysis (page 244), the teachers tended to use English in:

- the presentation and practice of specific areas of the content – grammar, cultural facts, etc. – and/or
- matters regarding the social, administrative, and disciplinary management of the instructional sequence.

To a certain extent, this approach could suggest a conscious or unconscious distinction between English as the regular language of communication, and Spanish as the object of study (also found in Mitchell et al., 1981 for a different L1/FL context). However, the target language also appeared to be employed as a means to:

- focus attention on a new stage
- keep or regain control over the interaction
- provide reinforcement
- emphasize disciplinary actions

Performance features such as pauses, repetitions, and changes in intonation, emphasis and volume seemed to contribute to (a) indicating the beginning and/or the end of a stage, (b) accentuating specific reactions to episodes of disruptive student behavior (c) shortening or closing exchanges apparently not relevant to the instructional sequence established by the teacher, and (d) assisting in the comprehension of discourse uttered in the target language.

As to the non-verbal behavior recorded in the on-site observation, a possible distinction could be made according to the degree of awareness that the teachers had about their body movements and physical position in the classroom. Body movements during the transitions were generally interpreted as idiosyncratic features of the teachers' non-verbal behavior – with a few instances involving matters of discipline. On the other hand, the regular position standing in front of the classroom – except for phases devoted to pair or group work – was considered by some of the teachers as an attempt to exercise a certain level of control in their lessons. To some degree, these characteristics could also be related to an effort to keep the attention of a large group of students (Kumar, 1992), or to the perceptions shared by the participants toward the position in front of the classroom as the stage for the teacher role (Van Tartwijk, 1998).

Recent research in general education and L2 teaching and learning has focused on internal and external factors in the construction of classroom discourse (see pages 19-24 for references to L2 discourse studies with emphasis on language acquisition). These studies generally emphasize the multifaceted nature of classroom interaction according to the social, cultural, and institutional dimensions of the relationship between the participants – e.g., "discourse tasks" and "instructional tasks" (Wright, 1987b); "classroom interaction" and "institutional interaction" (Seedhouse, 1994, 1996, 1997); ""student preferences," "instructor accommodations," and "mutual convergence" (Craig, 1997); "task talk" and "procedural

talk" (Sarangi, 1998) "external verbal exchanges" and "internal linguistic processing" (Wu, 1998), etc. In the present study, besides their linguistic characteristics, the episodes of interaction during the transitions between stages and the substages (see pages 243-245 for details) exhibited a number of ways in which teachers might:

- advance the instructional sequence
- request student participation in the opening of a new stage
- settle doubts or questions about content or the instructions for an activity
- negotiate the development of specific learning tasks
- introduce comments about the general atmosphere of the classroom
- deal with unsolicited student interventions
- subdue instances of disruptive verbal or non-verbal behavior

My overall perception of these features suggests three main orientations to the interaction with the students:

- "Normative" interaction, with emphasis on following sets of norms and/or rules prescribed for classroom conduct and actions by the institution or the teacher.
- "Formal" interaction, based on a tendency to consider the target language as the object of study.
- "Didactic" interaction, where the target language could be considered as both object of study and language of communication between the teacher and the students.

My final remarks on the pedagogic routines (page 217) concluded with a reference to a potential distinction between (a) pedagogic control – strategies to advance the instruction and maintain the focus on the classroom activities, and (b) disciplinary control – measures to avoid or subdue interventions, interruptions, and any other actions that could affect the progress of the lesson. Individual approaches to the combination of these types of control may be based on (some of) the following dimensions:

- Teachers' systems of knowledge and beliefs about teaching

- Teachers' attitudes and expectations toward the learning situation
- Behavior of individuals and the whole group in the classroom
- Characteristics of the educational institution
- Social and cultural conditions outside the school

Strategies related to pedagogic control may include the pace of the instruction, the negotiation of content and activities, the physical arrangements for the learning activities, and the physical position of the teacher during the instructional stages. Measures intended to exercise disciplinary control may involve reprimands at an individual or collective level, changes in seating arrangements, and other disciplinary actions in accordance with the policy set forth by the teaching institution. As mentioned earlier, the teachers' choice of language in the instruction, and certain features of their body motions may be included in either category depending on the circumstances of specific episodes. The notion of control – of either kind – should not be perceived as a negative or unfavorable dimension of language teaching. "Control" may be defined as the "power or authority to guide or manage," or as a "skill in the use of a tool, instrument, technique, or artistic medium" (*Webster's Ninth New Collegiate Dictionary,* 1991). Bearing in mind a conceivable resemblance with an artistic environment, a language classroom constitutes a scene where an appropriate combination of different types of control might help to develop an atmosphere conducive to enjoyable and efficient language learning (Biao, 1996).

Fourth question: In what ways may the above views and perceptions of teachers be related to the linguistic and non-linguistic features of their behavior in the classroom?

The above discussion of the teachers' verbal and non-verbal behavior in the L2 classroom is intended to outline the general nature of what appears to be a rather complex multifunctional discourse (Hancock, 1997). As one might expect, this is asserted by the relationship between teachers and students, and specifically the roles adopted by the teacher during the instruction. This study sought to explore the teachers' views and attitudes toward their classrooms and the students through:

- communication with the researcher in the interviews,

- personal reflection in the journals, and
- analysis of classroom behavior in the observation schedules.

An attempt was made to link the data from interviews and journals to the knowledge and beliefs developed by the teachers during their professional career. At the same time, the observations focused on an assumed equivalence between nine classroom roles that the teachers might adopt in the stages and substages making up the instructional sequence (pages 88-89).

In conformity with their semi-structured design, the interviews did not include specific questions about roles and role relationships. However, the comments made by some teachers in this area suggest several conclusions with regard to issues such as role expectations – held by teachers themselves, or by others concerned with education: parents, students, administrators, etc. – and role ambiguity when expectations about one's responsibilities are not clear (Biddle, 1997). As to the first issue, some public school teachers mentioned a certain sense of pressure – or "role overload" (ibid.:504) – based on:

- expectations about their responsibility to educate and care for adolescent students affected by a variety of problems at a personal and social level, and
- institutional demands in relation to their administrative and academic duties.

The teachers with less experience in the same school also appeared to exhibit some ambiguity in their own understanding and expectations of their classroom roles, perhaps associated with the anxiety about how these roles might reveal aspects of their personality.

In addition to the above issues, the relationship between teachers and students could be related to:

- the extent to which the teachers define their approach to the control over the instruction and the students. Specifically, consistent criteria in the combination of pedagogic and disciplinary control could facilitate the development of a classroom environment based on a common understanding of (a) instructional purposes and

procedures, and (b) interactional patterns. Inconsistent or unclear criteria might affect the intended orientation for the instructional sequence, and in certain cases, result in episodes of disruptive student behavior, and

- the characteristics of instructional topics and tasks with regard to their authenticity, complexity, and appropriateness.

The authenticity of topics and tasks is now usually considered in terms of their relevance to the students' needs, rather than whether or not they have been produced by native speakers for their own communicative purposes (Long, 1996a). The notion of complexity involves the combination of the above-mentioned multifaceted aspects of interaction in the L2 classroom. Finally, appropriateness has to do with the pertinence of the instructional topics and tasks according to the specific social and cultural conditions of the classroom setting. The consideration given by the teachers to these characteristics could indicate the degree of their "pedagogic investment" in the instruction. In other words, this notion aims to relate the practical knowledge, beliefs, expectations, motivations, and attitudes of the teachers to their involvement in the instructional sequence as reflected in:

- the complexity of the classroom patterns of interaction,
- the variety, authenticity and cognitive complexity of the topics and tasks in the inst on internal

nd external factors in the construction of classroom discourse (see pages 19-24 for references to L2 discourse studies

i

th emphasis on language acquisition). These studies generally emphasize the multifaceted nature of classroom interaction according to the social, cultural, and institutional dimensions of the relationship between the participants – e.g., "discourse tasks" and "instructional tasks" (Wright, 1987b); "classroom interaction" and "institutional interaction" (Seedhouse, 1994, 1996ons. In the present study, the discussion about pedagogic investment has been restricted to the classroom setting. Even though it might also concern the students' approach to their learning process, the aim of this discussion has been to point out the connection between the internal and the external dimensions of language teaching. Possible examples of a low level

of investment could be the adjustments made by some teachers to their Spanish to keep their students' attention on the instructional sequence, a rather exclusive focus on the presentation of grammar items – or any other linguistic or cultural area – over other aspects of the target language and culture, and the development of activities without an apparent linkage to the personality or interests of the classroom participants. On the other hand, instances of a high degree of investment could be the application of different linguistic and non-linguistic strategies to use the target language as both vehicle and object of instruction, the introduction of diverse cultural materials in relation to the teachers' own personal experience with the target culture, and the utilization of personal information from both teacher and students as a regular component of the instruction.

In the discussion following her analysis of interactive practices in high school Spanish classes in the United States, Hall (1995) suggests that the theoretical and pedagogic treatment of notions such as "comprehensible input," "natural conversation," and "linguistically rich environments" should not only be referred to the learners' linguistic environment, since the way in which "FL teachers realize and define this environment determines in large part what gets treated as significant to FL learning in classrooms" (ibid.:56). To some degree, the concept of "pedagogic investment" could reflect Krashen's description of progress along the "natural order," based on the provision of comprehensible input going a step beyond the learner's current stage (Krashen, 1976, 1978). In this respect, I would claim that the students' L2 interactional competence could be facilitated if teachers furnished them with "i + 1", in Krashen's words, or the appropriate conditions according to the above-mentioned characteristics of the pedagogic investment.

The reciprocal action of internal and external dimensions could also entail a somewhat different approach to the notion of pedagogic discourse in the L2 classroom. The following list attempts to expand the descriptions of this discourse proposed by van Lier (1988) and Seedhouse (1996), as discussed earlier (see pages 58-59). The additions do not imply that these authors were unaware of some or all of these features, but it may be found helpful to make them explicit. In the following description, changes and additions have been underlined, and the items coming from the present investigation are marked with an asterisk:

- The participants are oriented by basic goals, tasks, identities, and constraints resulting from the interaction of the internal and external factors that define the L2 classroom as a distinctive social setting.
- The participants have preformed notions as to what is to be said and done during the lesson, especially in the case of the teacher. These notions are based on a common understanding of the different roles of teachers and students, as defined by the social and institutional context.
- The structure of the lesson entails certain rules about appropriate patterns of participation – who speaks, when, and about what. These patterns may vary according to (a) the extent to which the structure is determined – as reflected in the lesson plan – and (b) the attitudes and behavior of specific individuals or the whole group.
- Language is both the vehicle and object of instruction, and content may be of secondary importance in comparison to verbal contributions. In monolingual L2 classrooms, the combination of L1 and the target language may depend on a variety of social and pedagogic dimensions. In some cases, this may involve a distinction between L1 as the vehicle of instruction, and L2 as the object.
- The linguistic forms and patterns of interaction are subject to the teachers' evaluation to a large extent, and are generally related to (a) their pedagogic purposes and the development of pedagogic routines in the instruction, and (b) matters concerning the management of the classroom environment.
- The classroom does not usually allow overlapping or simultaneous talk, but centralizes attention on one speaker at a time – or more than one, if they refer to the same thing(s). This may depend on the overall orientation given to the interaction in the classroom: (a) normative, (b) formal, and (c) didactic.
- * Control over the instruction and the students is exercised through a combination of pedagogic and disciplinary means, in accordance with the teachers' evaluation of the dimensions defining the L2 classroom.
- * Teachers display a varying degree of "pedagogic investment" which is reflected in (a) the complexity of the classroom patterns of interaction, (b) the variety,

authenticity and complexity of topics and tasks, and (c) their appropriateness for the specific L2 classroom context.

- * The teachers' non-linguistic and paralinguistic behavior – physical position, body motions, and performance features – may fulfil several pedagogic purposes during the instruction; e.g., making boundaries between the stages, reinforcing specific aspects of the content, etc. The behavior may also serve to maintain disciplinary control over the students.

Summary of context-specific findings

The materials included in the previous questions have attempted to provide rather general answers to the initial four research questions. Given my chosen methodological approach to the teachers and classrooms involved, this section aims to capture what was distinctive of each research setting and its participants – the context-specific findings of the investigation.

The description of the social and institutional context of the teachers and their classrooms was based mainly on the analysis of several bibliographic sources (see list in page 108), and the interviews with school administrators and teachers. The analysis suggested a possible distinction between the teachers in public education and those in private institutions with regard to the relevance of specific problems among American adolescents. References to these problems appeared in the interviews with Teachers A and C (see Appendix "Interviews – Quotations": TA-9:51, TC-13:58, TC-14:58), and less often in the journals (see pages 248-250). For instance, Teacher A discussed the current situation of the American system of education in terms of the lack of supervision and guidance for high school students, often due to family issues such as the need for both parents to have full-time jobs, or the significant increase of single-parent families. In addition to the lack of supervision for American children, Teacher C also referred to other problems like violence and the use of drugs inside and outside the schools. Both teachers mentioned the more arduous working conditions of colleagues teaching Spanish in cities or metropolitan areas, where the above issues might constitute a more relevant and complex domain within the teachers' overall perceptions of their professional activities and the interaction with students (see Appendix "Interviews – Quotations": TA-

10:51, TC-11:58). On the other hand, the teachers in private schools – D and E – did not make any specific reference to the above matters during the investigation. This does not mean that these teachers were not aware of the social and political characteristics of their communities and/or the American system of education; rather, it could imply that in their communication with the researcher, these teachers were more interested in discussing topics concerning their teaching and the management of their classrooms.

A similar distinction between the two groups of teachers was observed in regard to their academic and institutional duties. Teachers A, B, and C concurred in emphasizing the demands made by their schools with regard to matters such as teaching loads and class size (Teachers A, B, and C), dealing with combined sections (B and C), clerical work and interruptions due to student involvement in sports and other extra-curricular activities (C). In relation to the above-mentioned lack of supervision and guidance, Teachers A and C also mentioned other demands from parents and other social pressures, based on the assumption that teachers should not only transmit their knowledge of the subject, but also deal with matters of a personal and social nature affecting their pupils. These demands could be seen as a kind of conflict between pedagogic and parental roles, aggravated in some cases (see Appendix "Interviews – Quotations": TC-10:58) by the perception that the teaching profession nowadays does not receive enough recognition socially nor economically. (Teacher D also pointed to the above conflict in the interviews – see TD-19:62 –, but associated with his lack of experience teaching Spanish to adolescents in a boarding school.)

The last part of the answer to the first question focused on a possible paradoxical situation in the L2 classroom, where students with an assumed good academic level – a requirement to enroll on foreign language courses – displayed an apparently poor motivation toward the subject. The teachers – especially those in public schools – discussed this situation during the interviews, in relation to the geographic location and socio-economic characteristics of the schools and their communities (see Appendix "Interviews – Quotations": TC-7:57). However, the on-site observation and the retrospective analysis provided several instances of classroom discourse in which some teachers appeared to refer to the above relationship during the instructional sequence. To a certain extent, this kind of interaction in the

classroom could reflect the expectations and attitudes of some teachers toward their own instruction, not only in connection with the geographic and social context of their classrooms, but also with the characteristics of the teaching materials, topics, and tasks – seen in terms of their appropriateness, authenticity, and complexity.

In regard to the teachers' general views of language teaching and learning, the elaboration and definition of their domains or areas of interest through the interviews (see pages 182-185) indicated that all the teachers in this study attached more importance to their personal theories than to (a) other theoretical and methodological factors, or (b) specific features of their interaction with the students during the period of instruction. These personal theories appear to have a rather strong practical orientation to areas such as curriculum design (Teachers B, D, and E), individual differences in the classroom (A, B), selection and use of an appropriate textbook (B, C, and E), adaptation of other teaching materials (B, C, D, and E), classroom management (A, C), classroom atmosphere (B, D, and E).

Such personal theories of teaching and learning might therefore be considered an essential component of the overall process of teacher socialization, previously described as a combination of three main dimensions: (a) adaptation to the academic and classroom context, (b) experience, and (c) development of a personal philosophy of education (see page 263). For example, Teacher D appeared to give more emphasis to his adaptation to a rather distinct academic and institutional context (see Appendix "Interviews – Quotations", pages 59-60). As the investigation advanced, this teacher became more interested in other matters concerning his teaching style and the development of varied instructional techniques. Teacher B had longer professional experience in other institutions, but at that time it was her second year in School B – her first as a full-time teacher. To some degree, this might be associated with her interest in establishing general curricular criteria and guidelines for classroom behavior, as part of her adaptation to the academic environment of School B (see Appendix "Interviews – Quotations", pages 53-54). Finally, Teachers A, C, and E seemed to have reached a stage in their teaching career in which they could establish a consistent connection between their general

understanding of teaching and learning, and the pedagogic routines taking place in their classrooms (see Appendix "Interviews – Quotations": TA-4:50, TC-15:59, TE-1:63).

Despite the above differences between the five teachers, the changes in the development of their personal theories – based on the information provided in the three interviews – appeared to follow a common pattern. More specifically, the teachers seemed rather concerned with finding and assessing definite points of reference to build their general approach to language teaching and learning. For example, Teacher A mentioned a book on classroom discipline as a very beneficial influence on his approach to student behavior (see Appendix "Interviews – Quotations": TA-3:50), Teacher B tended to provide lengthy descriptions of activities that she had obtained from professional workshops, and both Teachers D and E indicated the advantages of being familiar with the proficiency guidelines offered by state or national professional organizations. As suggested in the final considerations after the analysis of the interviews (page 185), the teachers in this investigation appeared to follow an "adaptation to academic/classroom context-experience-personal theory" approach to their professional development, rather than a "theory-experience-adaptation to academic/classroom context" approach.

The following group of context-specific findings came from the on-site observation of the lessons, and the retrospective analysis of (a) the transitions between the stages and substages, and (b) the interaction between teachers and students during the same events. In this case, the objective was to describe the verbal and non-verbal behavior of teachers during their instruction. A common feature observed in the five classrooms was the teachers' tendency to dominate the development of the pedagogic routines during the lessons, as shown by the consistently higher number of stages and substages initiated by the teachers (see page 196 for, Teacher A, 201 for Teacher B, 205 for Teacher C, 209 for Teacher D, and 214 for Teacher E). The only exception to this pattern might have been a number of stages and substages initiated by students (especially IN and sIN, i.e. instructions for activities) in the first few lessons of Teachers B and D. To a certain extent, these episodes might have been associated with the disruptive behavior of certain students in these classrooms. However, another possible explanation might involve the extent to which the teachers would have developed their

personal theories at the time of the classroom observations. In other words, a relationship might be established between the more readily documented changes in the pedagogic routines (see pages 227-228 for Teacher B, and 236-237 for Teacher D), and the lack of definition of the teachers' personal theories of teaching and learning.

Besides the above considerations, the description and analysis of the pedagogic routines revealed a number of striking differences between the five teachers with regard to their combination of pedagogic and disciplinarian control over the instruction and the students (see pages 217, 220, and 245), the interaction with the class or specific individuals during the transitions between stages (pages 220-222 for Teacher A, 224-227 for Teacher B, 230-231 for Teacher C, 234-235 for Teacher D, and 238-239 for Teacher E, and page 243), the use of English and Spanish (see page 244, and Appendix "Observations – Transitions", pages 119-126), and the potential purposes of the performance features (see page 244, and Appendix "Observations – Transitions", pages 119-126). The retrospective analysis further revealed the different orientations that teachers appeared to give to the content of the stages, with striking differences in three main areas:

- Adherence to the sequence and activities outlined in the textbook (Teachers A and C; also Teacher D in the initial lessons) versus adaptations, changes and/or incorporation of other materials (Teacher E; also Teacher B to a lesser degree).
- Presentation and practice of vocabulary and grammatical structures (Teachers A and C; also Teacher D in the initial lessons) versus introduction of cultural information (Teacher E; also Teacher B to a lesser degree).
- Incorporation of personal references as part of the presentation and practice of the course materials (Teacher E; also Teacher D in the last part of the observation) versus unrelated or sporadic comments and observations – about specific individuals, the class, or oneself (Teachers A, B, and C).

Answers to the fourth question were obtained from the combination and further interpretation of materials from the previous sections. This also involved a higher degree of abstraction in the elaboration of the relevant concepts and notions, and to some extent,

a more conscious effort to generalize the results of this study to other teaching contexts. First, the analysis of the teachers' practical knowledge – personal theories, beliefs, expectations, motivations, and attitudes – and their behavior in the classroom led me to the concept of pedagogic investment, i.e. the degree to which a teacher may be engaged in the instructional sequence in relation to: (a) the complexity of the classroom patterns of interaction, (b) the variety, authenticity and cognitive complexity of the topics and tasks in the instruction, and (c) the appropriateness of topics and tasks for the specific social and cultural conditions of the L2 classroom context. Also, the combination of different levels of analysis in the investigation necessitated an effort to expand earlier descriptions of pedagogic discourse, in this case within the context of L2 teaching in monolingual settings (see full description in page 271).

Furthermore, the references made in this section on context-specific findings to (a) issues such as the current problems among American adolescents, and the combination of social and institutional demands, and (b) notions like the teachers' personal theories, the pedagogic and disciplinarian control over instruction and students, and the pedagogic investment, may reflect a situation in which the teachers seem to dominate the culture of the L2 classroom. However, a subtle distinction might be introduced into this picture of domination, with regard to the approach followed by the teachers toward the instructional sequence, and their personal interaction with the students. At the instructional level of the L2 classroom culture, it has been suggested that the teachers in this study attempted to enforce from the first lesson their own ideas about pedagogic routines, in connection with teaching processes – planning, decision-making, structuring – mainly related to their personal theories and practical knowledge. In this respect, some of the teachers – A, C, and E – appeared to reach this goal earlier than the others through, for instance, the application of specific disciplinary guidelines, the maintenance of a lively pace of instruction, and the efficient resolution of episodes of disruptive or non-collaborative student behavior. At the level of personal interaction between the participants – individually or as a group – the culture of these L2 classrooms appeared to develop in accordance with not only a common understanding of the above pedagogic routines, but also a common consideration of specific verbal and non-verbal features of both the personality of the participants, and the particular "personality" of each classroom. In order to create and maintain

a positive atmosphere, this kind of interaction seems to have involved a number of actions and strategies observed by the teachers – changes in the decoration of the classroom, comments or conversations about personal matters, use of humor in the instruction, etc. – and a certain degree of participation from the students – individually or as a group – in the instructional sequence and the personal interaction with the participants of the L2 classroom culture.

Other related matters

I now outline a number of related issues and areas that could usefully be the object of further study. The abbreviation "L2" refers here to Spanish as a second or foreign language:

- A fuller description of the process of L2 teacher socialization, with emphasis on the interaction between (a) the teachers' implicit and explicit perspectives, and (b) the characteristics of their social and institutional context. A specific area of interest could be the study of what one might call "teaching deadlocks" – periods of self-perceived lack of motivation, inaction in terms of professional development, or neutralization resulting from the influence of other people concerned with education: colleagues, parents, school administrators, students, etc.
- An examination of the cultural messages, norms, and beliefs displayed by L2 teachers through classroom interaction, following recent research in ESL courses for adults (Poole, 1992), ESL children's classrooms (Willett, 1995; Murray, 1996; Jasso-Aguilar, 1997), and EFL classes (Canagarajah, 1993).
- An investigation of specific L2 teacher cultures, involving their form – interaction with other members of the teaching community – and content – what the teachers think, say, and do in the academic context. A potential area of interest could be the culture of native and non-native L2 teaching assistants in U.S. university departments, building on recent research into differences in language and teaching skills (Bailey, 1984; Madden and Myers, 1994). Another area might be cross-cultural analyses of teacher cultures in different Spanish-speaking countries or regions.
- A more detailed analysis of the L2 teacher's discourse, based on the triangulation of methodological techniques and procedures appropriate for bilingual classroom discourse

data – extended transcriptions, field notes, research interviews, conversations (similar to unstructured interviews), stimulated recall from audio or video segments, teacher and research journals, etc.

- A study of the characteristic behaviors of L2 teachers in the classroom using alternative methods – teacher-informants involved in the definition of these characteristics, more investigators participating in the description of the teachers' behavior, accounts of teacher classroom behavior from students (Biddle, 1997).
- An exploration of the students' views of language teaching and learning, and their perceptions about the classroom, as a step forward toward a comprehensive definition of the culture of Spanish language classrooms, and as an attempt to account for the processes of individual and collective understanding involved in such environment.

Final reflections

The teachers' contributions to the culture of the five Spanish classrooms involved in this study have been described in terms of issues such as:

- social environment of the schools
- cultures of teaching
- attitudes toward learning Spanish among students and teachers
- teachers' practical knowledge and beliefs
- pedagogic routines and management of control during the instruction
- verbal and non-verbal dimensions of the teachers' behavior

In addition, conclusions and suggestions have been offered concerning:

- the notion of teachers' personal theories of teaching and learning
- the process of teacher socialization
- the distinction between pedagogic and disciplinary control
- the characteristics of pedagogic discourse in the context of the L2 classroom

- the concept of pedagogic investment

The review of the literature defined classroom culture as a dynamic system of patterns created, changed and maintained by the participants in accordance with their pedagogic and social status, expectations, and responsibilities. If I had considered this definition as a hypothesis to be tested following the triangulation of specific research techniques, at this stage I would be tempted to claim that it is confirmed by what I perceived through my communication with the five teachers in this study, and the observation of their classrooms. However, this was not intended to be an experimental study, but rather an attempt to explore pedagogic and institutional contexts that, despite my own teaching experience in the USA, were quite unknown to me three years ago. Perhaps because of this same circumstance, I decided to approach the main purpose of my research from a rather open perspective, translating it into a series of questions that might allow me to understand the teachers' views and actions as they took place during the academic year. My analysis consists of descriptions, remarks, perceptions, and impressions that might not have the consistency or generalizability expected from other kinds of research in applied linguistics. However, the presentation of results has attempted to meet the essential criteria of complexity, credibility, and professional ethics required for studies dealing with communication and personal relationships.

If I were to single out the most relevant characteristic of the teachers' contributions to the language classroom culture, I would opt for the extent to which the teachers appeared to approach the instruction and the classroom environment in ways clearly related to their personal knowledge and beliefs. To a certain extent, this finding might be due to my own main area of interest – the teachers themselves. However, the review of recent studies in general education and language teacher education (Freeman and Richards, 1996a; Feldman, 1997; Darling-Hammond, 1998; Freeman and Johnson, 1998; Wideen et al., 1998) might provide some degree of support – rather theoretical as far as L2 teaching research is still concerned – for my initial view. These studies share the same belief in considering teachers' knowledge base as an essential part of the language teacher education process. In some cases, it would even seem that this should be the primary component from which the others – language teaching methodology, linguistic theories, classroom research methods, etc. – would gradually

develop. (A similar orientation toward personal practice and experience in SLA theory construction was mentioned in the review of the literature, page 23.)

Even though I would certainly agree with the importance given to teachers' practical knowledge in L2 teaching, I also have some concerns – based on what I observed in the classrooms participating in the study – which could be of interest for language teachers and teacher educators. First, a possible misconception of practical knowledge merely as a personal perspective about language teaching and learning could increase the tendency to "individualized" cultures of teaching, in which cooperation, exchange of ideas and materials, and professional development may not be significant features – especially in U.S.'s social context(s), where the predisposition toward individualism already appears to be stronger than in other Western countries. Second, a well-meaning but misguided emphasis on the teachers' knowledge and experience could make it more difficult for teachers to appreciate the significance of the social and cultural processes going on in their classrooms. Besides any possible considerations about these processes at a humanistic level, the relevance of comprehensible and meaningful interactional practices in learning another language seems to constitute a rather well-grounded claim of L2 teaching and learning research at present. In other words, if we are to interact in the classroom to learn an essential dimension of the second language, perhaps we should interact about things with real meaning for us, the participants, keeping in mind the geographic, social, cultural, and personal circumstances of our environment.

"Interaction" and "interactional practices" could also be appropriate terms to summarize my approach to the development of the knowledge base of Spanish teachers in the United States. They would be defined in relation to a regular and honest exchange of perceptions and ideas between researchers and teachers, so that the above personal theories of language teaching and learning could be based on a variety of constructive and principled perspectives. Teachers would need to be able to choose wisely among the many options available, and researchers would be expected to refine these options – and often to increase them. However, lack of communication between these two cultures could eventually result in limited personal conceptions of language teaching and learning. To some degree, a similar situation could be perceived in some theoretical approaches that may not have taken into account some of the realities of the L2 classroom.

Obviously, the "interactional practices" between teachers and researchers need to take place in a favorable environment, arranged in collaboration with school principals, heads of department, and education agencies at a local, state, and national level. Bearing in mind the current characteristics of foreign language instruction in the United States (see pages 113-116, and Appendix "Background – FLE in American Schools", page 22), and the generally low expectations held in this respect by school teachers or administrators (Oxford, 1998), another aspect of the interaction would concern a conscious and continuous effort to strengthen the perception of foreign language teaching and learning – and "researching" – as activities intended to contribute to the communicative and cultural areas of human development.

I will conclude by summarizing my own professional development in the course of this study in my dual roles as a Spanish teacher and a researcher in applied linguistics. The communication with other teachers, administrators, and students has certainly allowed me to expand my own practical knowledge, and to appreciate some of the challenges involved in teaching foreign languages in different academic and institutional contexts. In addition, I have learned, as a researcher, that "flies on the wall" – i.e., my intended presence in the L2 classroom as a non-participant observer – can be as readily noticeable as any of the other characteristics of this environment, and that that may not be as bad as I thought at first. Finally, I have been able to corroborate and refine my initial impressions about the multifaceted nature of the social, pedagogic, and personal processes that define a L2 classroom. As Markee (1995) points out, "given our current state of knowledge about language learning and teaching, it seems to me that we are only just beginning to understand how tremendously complex even relatively small learning acts are" (ibid.:87). However, as American high school students say, "That's cool!" Vale.

7. Bibliography

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Teachers' Contributions to the Culture of Language Classrooms: The Case of Spanish as a Foreign Language

Appendices

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PhD in Applied Linguistics
The University of Edinburgh
1999

Contents

"Data Collection and Analysis – Schedule"

Background description

Objectives: Provide preliminary information about the academic and institutional context for the teachers participating in the study, and the classrooms under analysis.

	Sources of data	Schedule
Foreign languages in the USA	- Review of materials published by government offices, professional organizations, etc.	March 1997 to March 1999
The schools	- Interviews with administrative staff - Review of materials published by government offices and school districts - Consultations with administrative staff and/or teachers	Mid August 1997 Mid-end August 1997 Mid February 1999
The Spanish program	- Initial contact(s) with teachers - Review of materials published by school districts - First round of interviews with teachers	March-June 1997 Mid-end August 1997 End August – Beg. September 1997
Pedagogic materials	- First round of interviews with teachers - On-Site observations - Review of textbooks	End August - Beg. September 1997 End August - Mid December 1997 Beg. February 1999
Initial contact with the teachers	- Research journal	March-August 1997
Presentation of research objectives	- Research journal - Interviews with administrative staff - First round of interviews with teachers	March-August 1997 Mid August 1997 End August - Beg. September 1997
Stance and relationship with teachers	- Research journal	March 1997 to March 1999

Interviews

Objectives: Reach a gradual understanding of the teachers' knowledge, experience, and behavior in regard to their work and the institutional context.

	Sources of data	Schedule of data collection
First round	- Tape recording	End August - Beg. September 1997
Second round	- Tape recording	End October - Beg. November 1997
Third round	- Tape recording	Beg. June 1998 (except Teacher E: Mid August 1998)
Stimulated recall	- Segments of discourse from Retrospective	Beg. June 1998 (except Teacher E: Mid

	Analysis	August 1998)

On-site observations

Objectives: Collect information about (a) physical organization of the classroom, (b) nonverbal features of the teachers' classroom behavior, and (c) any unexpected occurrences during the instruction.

	Sources of data	Schedule of data collection
First Day	- Notes and sketches after the first day of observation	End August - Beg. September 1997
On-Site	- Notes on the Sheet B – On-Site Observation	End August - Mid December 1997

Retrospective analysis

Objectives: Resolve doubts from On-Site Observation, and collect information about verbal interaction between the classroom participants during the instruction.

Sources of data	Schedule of data collection
- Notes from the Sheet B – On-Site Observation	February-July 1998
- Transcription of discourse during lessons under observation	February-July 1998

Teacher journals

Objectives: Collect information about (a) teachers' views on their teaching and classrooms, and (b) teachers' reactions toward the procedures followed in the investigation.

Sources of data	Schedule of data collection
- Entries in teacher journal	End August/Mid September 1997-Beg. June 1998 (except Teacher E: Mid August 1998)

Appendix "Methods – Procedures"

Interviews:

- The physical conditions for each conversation would mainly depend on what would be more convenient for the teachers as for time availability or location.
- While I set up the equipment, the conversation with the teachers might center on casual topics such as the weather, holidays, leisure activities, etc.
- The interviews would last 50-60 minutes approximately. I would use audio tapes with a total playing time of 120 min. to avoid interruptions when turning the tape to the other side.
- Before asking the teachers for permission to turn on the tape recorder, I would remind them about the confidentiality of this data: the material recorded during the interviews cannot be disclosed to anyone except my academic supervisors.
- In the third interview, I would use two tape recorders – one to record the conversation and the other to play the segments from the observations that I have selected in advance. For this reason, I would first show the teachers the equipment, and give a precise description of its purpose.
- Even though the interviews would be tape-recorded, I might also take notes of specific phrases and/or expressions in my research journal – during or after the encounters with the teachers.

On-site observations:

- Arrive at the school around 10 minutes before the lesson begins. Enter the class once the students from the previous period have left the room, or upon the teacher's permission, and leave the equipment at the position assigned by the teacher before the period of observations.
- Begin the preparations for the observation by placing the flat microphone on top of the teacher's desk. Unroll the cable of the microphone, and connect it to the tape recorder placed near the observer's position. Turn on the recorder and set it on "pause".
- Arrange the sheets with the coding schedule and the transcription conventions, and check the chronometer.
- Obtain the lesson plan from the teacher during these preliminary minutes, and arrange it together with the observation sheets and transcription conventions. If the teacher forgets to provide me with a plan, or s/he is busy with paperwork, questions from students, etc., wait until the end of the class.
- Start taking notes for the preliminary section "Physical organization" once all the materials have been arranged.
- Turn on the chronometer and start taking notes for the section "Non-verbal Interaction" at the same time as the bell indicates the official beginning of the class period. In the absence of a bell, begin to write according to own calculations.
- Take notes following a consistent routine: (a) Record the onset time for the stage. (b) Code the new instructional stage. (c) Describe the non-verbal interaction between the teacher and the student(s). If needed, write down isolated words from the discourse,

in order to guarantee the connection between the non-verbal and verbal data in the retrospective analysis.

- Avoid unsolicited interaction with teachers or students. If anyone addresses a question or comment, provide an appropriate answer and resume writing as soon as the interaction ends. Record these occurrences as part of the description of the lesson in the section "Non-verbal Interaction."
- Record the end of the lesson according to the official school timetable, and keep taking notes for a minute or two if possible. Pick up the materials for the observation starting with the sheets and tape recorder, to avoid interrupting the movement of students in their way out the classroom.
- Say goodbye to the teacher and leave before the students for the next class period enter the classroom. Once outside the school, spend a few minutes organizing and reviewing the observation sheets, and take notes of any details from the lesson that could not be recorded before.

Retrospective analysis:

- Prepare the materials to be used in the observation: transcription conventions for both instructional stages and classroom discourse; sheets from the on-site observation; tape recorder, and chronometer.
- Review the notes taken during the on-site observation – including the lesson plan – after filling out the information concerning the level, time, lesson number and date.
- Incorporate the onset time, stages, and the description of the non-verbal interaction – in this order – as they appear in the sheets for the on-site observation. Take notes of any comment or idea for later consideration.
- Play the recording of the lesson for the first time to (a) check any inaccuracies in the onset time, and (b) take notes of any possible modifications in the stages coded. If needed, the recorder can be stopped at the same time as the chronometer.
- Play the recording for the second time to (a) transcribe the discourse within the transitions between instructional stages, as well as for the sub-stages; (b) incorporate changes or modifications in the columns for the stages and the non-verbal interaction, and (c) annotate further comments or ideas for later consideration. The recorder can be stopped as many times as needed in order to obtain an accurate transcription of the discourse. Check appropriate use of transcription conventions.
- Play the recording a third time to (a) determine the correct onsite time for the entries transcribed during the second listening. If needed, the recorder can be stopped at the same time as the chronometer. Check appropriate use of transcription conventions.
- Include notes taken at the end of on-site observations in research journal.
- Check spelling.

"Background – Letter Introduction"

Manel Lacorte
Department of Foreign Languages
Institution
Address

Mr./Dr. Name of the school administrator
Position
Address

February 18, 1997

Dear Mr./Dr. Name of the school administrator:

My name is Manel Lacorte, and I have worked as a Spanish Instructor in **xxx** since August 1996. I would like to meet with you regarding a research project that I would like to conduct with the cooperation of Spanish high school teachers within this area.

The purpose of my project is to investigate the social and personal dimensions of foreign language classrooms. I have been keenly interested in this topic since I became a Spanish teacher, and for this reason I chose it as the subject of my doctoral dissertation for the University of Edinburgh, Scotland.

I would appreciate if we could arrange a meeting to talk about my project at your convenience. Thank you very much for your time and consideration, and I will be calling you to follow up on this letter. I look forward to hearing from you soon.

Yours sincerely,

Manel Lacorte
Office: 641 3498
Home: 643 6760

"Background – Contact Principals"

The school outside County Z

About a week after I sent the letter of introduction to the school principal – end of February –, I received a call from the Spanish teacher. She asked me about the purposes of the project, and the number of teachers that were going to participate. My answer to the first question was based on the materials for the first meeting with school administrators and teachers. Next, I informed her about the places which I had sent letters, and pointed that I did not know yet whether these schools were willing to take part in the project. She seemed satisfied with my answers, and indicated her interest. The principal called me later on the same day, and asked me as well about my project. At the end of our conversation, he said that he would present my request to the school board in their next meeting, to be held by mid March.

Two days after my phone conversation with the principal, I sent him a package containing two folders with the materials for the first meeting, one for the principal and one for the teacher. My purpose was to furnish them with information which could also be shared with the members of the School Board. In March 17, the principal called me again to notify me of the approval for my project by the Board. He also took note of my phone number, so that the teacher could get in touch with me directly and settle the details concerning our first conversation in person, which took place a week later – March 24.

I did not contact the teacher nor the principal again until the beginning of August. At this time, I called the principal in order to confirm his permission to begin my observations by the first week of classes. The secretary who attended my call told me that the principal did not work there any more, and she connected me with the person who replaced him over the summer. The new principal was not aware of my interest in conducting research in the school, and requested information about the project. I sent him a package with the materials for the first meetings, and called him a week later. In this conversation, he gave me his permission to begin my observations, and suggested that we could meet to talk about the school the same day I was going to hold my first interview with the Spanish teacher.

The teacher did not reply to my calls – placed by mid-end of August – to set a time for our first interview, and therefore I did not have a chance to meet with the new principal. Once I had already started my observations in the other schools by mid September, I sent a letter to the principal informing him about the progress of my research, and thanking him for his consideration toward my previous requests.

Administrator A

After a few attempts, I was able to speak with the principal of School A in February 28. After introducing myself, I asked him whether he had had time to consider my request He seemed to be rather interested in the project, and addressed a few questions about my status in the college where I worked. He also informed me about the procedures that I would need to follow in order to obtain permission from the school district: (a) write a covering letter to the superintendent with information about the project, and (b) give a brief presentation on my research before the school board.

A week after I sent the letter to the superintendent, he phoned me and told me that the board would convene in April 21. Our conversation was quite informal, and included topics such as his last trip to Cancun with his family, and his desire to become fluent in Spanish. Finally, he gave me a brief description of the procedures usually followed in the school board meetings. I attended the entire meeting as a part of the audience, along with a number of parents and other members of the community. A variety of subjects were covered during the meeting, and I gave my presentation after a life performance by the school choral, and a demonstration on the new web page of the school designed by a group of senior students. My presentation was based on the materials that I had in the document "Outline of Research Project Fall 1997," and lasted approx. 4-5 min – there were no questions at the end.

On April 27 I received a letter from the superintendent in which he informed me of the board's approval for my project. The letter stated that "participation in any research project within [name of the school district] is voluntary as it relates to staff members. Furthermore, please accommodate us with standard confidential protocol." The following day I contacted the school principal, who had also been notified about the Board's decision, and agreed to hold our interview by the end of August.

Administrator B

I called the principal of School B to follow up on my letter of introduction in February 27. He asked me whether we could meet the following day in order to discuss my request. In this brief meeting, I gave him the package containing two copies of the preliminary materials about my project. He seemed quite interested in my objectives, and asked several questions about my professional and academic background before indicating that the school board would need to discuss my request in its next meeting. The principal pointed that this final step would represent a mere formality, and the conversation switched then on recent changes in the teaching staff in charge of foreign languages.

Two weeks later (March 17), I phoned the principal again, and he notified me of the School Board's decision to approve my request. He also indicated that the Spanish teacher would have the last word with regard to her involvement in the project. On March 19, the Spanish teacher called me to suggest different dates for our first meeting in person, and by mid April I received a letter from the superintendent of the school district confirming the board's approval. The letter stated that, prior to my beginning the project, I would need to "provide evidence of Acts 34 and 151 Clearances for criminal and child abuse history, and also a physical exam indicating a tuberculosis test within the last year." I obtained the forms for Acts 34 and 151 through a colleague in the Education Department of my institution, and posted them to the appropriate government offices by the end of April. At the same time, I had a general physical examination which included a tuberculosis test. I sent copies of both forms and test to the superintendent's office by the beginning of May.

After my personal introduction to the Spanish teacher in March 26, I did not speak with the teacher nor the principal until the beginning of August. Then, I made appointments with the principal – to talk about the school and its history –, and the teacher – for the first interview. Following a suggestion given by the principal, I scheduled the two meetings on the same day (August 29), first with him and next with the teacher.

Administrator C

I phoned the principal of School C in February 27 and, as in the case of School D, she asked whether I would like to meet with her the following day at 8:00 am., once the students were in their classrooms for their first class. At the beginning of our conversation – of approx. 15 min. –, I provided the principal with two folders containing the above-mentioned preliminary materials. She asked me a few questions about the content of the folders, and more specifically about the purposes of the study, and finally pointed that prior giving her permission for the project, she would need to inform the school district superintendent about it. The principal called me on March 10 to give me notice of the board's approval. She also suggested that I should contact the school custodian about the background description, because of his good knowledge of the institution. By the beginning of August, I phoned the custodian, who was already informed of my interest in learning more about the school. We arranged a meeting for August 21, a few days before the beginning of the academic year. During this conversation, the custodian mentioned that there had been a change in the school management by which the old principal had become the director of educational services.

I sent a package with the preliminary materials to the new principal the following day, but I did not met him until the day of my second classroom observation in early

September. It was early in the morning, and that day there had been a fight between two female students at the entrance. The principal ended the fight and took the two girls to the main office, where they would wait until the appropriate disciplinary measures could be taken. I introduced myself once he had left the girls in the office, and asked him whether he would mind devoting a few minutes to sign the contracts for the confidentiality and schedule. He accepted, and signed the forms without addressing any question or comments about them. I thanked him for his time and consideration, and left for the Spanish classroom to carry out my observation.

Administrator D

In the case of School D, the letter of introduction was addressed to the Head of School. I phoned her a week later (in March 26), and she immediately gave me her permission to contact the Spanish teacher without any request similar to those made by the administrators in the public schools. During our phone conversation, she showed a rather positive attitude toward the purposes of my project. I sent her a package with two sets of the preliminary materials the next day, and I did not contact her again until the beginning of August. In our second conversation, I asked her whether we could arrange a meeting for me to gather information about the school. She suggested to send me first a school catalogue, and offered to meet with me should I have any further questions after examining it. I received the catalogue by mid August, and I used it to complete most of the section on the background description. I collected data about specific details from my interviews with the Spanish teacher, and my notes in the research journal. During the entire period of observations, I did not have a chance to meet personally with the Head of School.

Administrator E

As mentioned before, the contact with the Chair of the Foreign Languages Department of the college differed from the other contacts in that we already knew each other, and worked together in the same environment. For this reason, I was able to arrange a meeting with him by the first week of March. Our conversation was mainly related to the procedures concerning the confidentiality and schedule of my project. He did not request further details about the purposes of my study, and I did not ask him to furnish me with information about the school, since I already knew what sources I could use to obtain it. At the end of the meeting, the Department Chair signed the forms concerning confidentiality and schedule, and since that moments, he did not speak with me again about the project, besides occasional questions about my progress in writing my Ph.D. dissertation.

"Background – Checklist"

• Greetings and introductions. Questions concerning background of the school and academic programs.

• Thanks for time and information. Inform the school administrator about my plans to organize a group ("Spanish club") with all the teachers taking part in the project. I will be available should they (administrators) need any further information or materials.

• Signature of the final copy of the contracts for the research. The teachers will sign the contracts at the beginning of the first interview.

Questions for the first part

• When was the school established, and under what circumstances?
• What human resources does the school have: administration, faculty, students, etc.?
• What facilities does the school have: libraries, computer centers, sports, etc.?
• Has there been any major change in the school recently (facilities, resources, number of students/staff, etc)?

Questions for the second part

• Subjects / Programs of study in the school?
• Foreign languages within the general program of studies?
• What resources does the school have for learning foreign languages: labs, exchange programs, tutorial services, etc.?

Other questions

• How would you define the area where the school is located (social, cultural, economic characteristics)?
• What social, cultural, economic background do students generally have?
• How would you describe the attitudes toward foreign language learning among students in the school?
• Where could I find further information if needed about the school?

"Outline Research Project"

From: Manel Lacorte
To: School administrators
RE: Outline of Research Project FALL 1997
Date: . . . . . .

1. Objectives
2. Data collection methods
3. Schedule and confidentiality
4. Compensations/rewards
5. Questions, doubts, and/or suggestions

1. Objectives

Research on classroom interaction has not traditionally received much attention in the field of second language (L2) teaching and learning. Most of the work done on L2 classroom interaction has been based on the relationship between certain factors of the interaction and the overall learning proficiency, and very few studies have analyzed the social and personal characteristics of this unique environment. For this reason, I intend to obtain a better understanding of the social and personal dimensions which define a foreign language classroom during a given period of instruction.

My main focus of interest falls into the teachers' perspectives about these social and personal dimensions. In order to obtain a better understanding of these perspectives, I intend to collect my data through a range of methods: description of the academic and institutional context, interviews with the teachers, and classroom observation. The final results of this investigation should enlarge our current knowledge about: (1) the day-to-day aspects of classroom management, (2) the issues related to both classroom behavior and underlying value systems and attitudes held by individuals and groups within the classroom, and (3) the characteristics of the discourse used by the teachers in the L2 classroom.

2. Data collection methods

The four methods that I would like to use for this research are: description of the institutional context, semi-structured interviews, classroom observations, and audio recordings.

2.1. Description of the institutional context: Background information which could broaden the understanding of the data collected through the other methods. The description consists of (1) brief history of the institution; (2) current resources: staff, libraries, laboratories, etc., and (3) classrooms selected for the project (includes principles of selection): physical setting and students (academic background, ethnic origin, enrollment, etc.).

SUGGESTED SCHEDULE: This description should be completed during non-lective periods or hours, to avoid any kind of interference with administrative or academic work in the school.

2.2. Semi-structured interviews: Three interviews to obtain information on (1) teachers' professional and academic background, (2) teachers' perceptions of themselves as teachers and about L2 learners in their workplace, and (3) teachers' views of the nature of language learning and teaching. All the interviews are tape recorded, and their contents examined in order to analyze opinions about social and personal dimensions within the classroom.

SUGGESTED SCHEDULE: The first interview takes place before the beginning of the course to elude possible interferences between teachers' opinions about themselves as teachers, as well as L2 learners in general, and their opinions regarding the particular classrooms under analysis. The second interview is held by the middle of the course, and the final interview, once the classes have finished.

2.3. Classroom observation: Collection data on teachers' performance from (1) an on-site, non-participant research position, (2) and the recording of the lessons.

SUGGESTED SCHEDULE: Classes are observed once per week during the period of instruction determined by each school.

2.4. Retrospective observation. Based on the analysis of classroom discourse, it takes account of the utterances conveyed by teachers and learners during the lesson and collected through the use of a tape-recorder during the non-participant observations. The researcher completes this work by his own, i.e. the retrospective observation is not carried out in the classrooms observed.

3. Schedule and confidentiality

I would like to guarantee from the beginning that the schedule for the project will not be extended for longer than initially agreed. I will also guarantee that all the data collected will be confidential. I have enclosed here some models of contracts assuring both the schedule and the confidentiality of my research.

4. Compensations/rewards

I would very much like to discuss ways to compensate all the cooperation I could receive from you and the teachers. Below I have outlines some ideas, but I would gladly accept any further suggestion you may have.

- Copy of the final results of the investigation, once I have presented them to my research committee.
- Presentation/Seminar/Workshop based on the results of the study. The audience could include teachers from the other foreign languages taught in the school.
- Other presentations, seminars or workshops based on other areas in which I have already worked: communicative competence in language teaching and learning, teaching of grammar within a communicative syllabus, action research in the language classroom, etc.
- Closer links between Juniata College and the school in terms of development of cooperative projects, such as continuing teacher training workshops, activities related to pre-service teachers in the schools, etc.

5. Questions, doubts, and/or suggestions

"Contract – Schedule and Outline"

Contract for Schedule and Outline
Research Project FALL 1997

By signing this document, the researcher, Manel Lacorte, Ph.D. candidate from the Department of Applied Linguistics in the University of Edinburgh, agrees formally to honor the following schedule and outline for his research project at . . . . . High School during the Fall 1997 semester.

This contract includes the following sections:

1. The researcher will hold a preliminary meeting with the principal and the Spanish teacher of the school where the project is to be carried out. The agenda for this meeting will be to: (a) present the general objectives of the investigation; (b) describe the methods for the collection of data, and (c) provide the principal and the teacher with a model of a contract assuring the confidentiality of all the data obtained.

2. The confidentiality of the data will be guaranteed under the terms established by the above-mentioned document, signed by the principal of the school, the teacher, and Manel Lacorte as the researcher.

3. With the exception of circumstances which could affect the confidentiality of the data, Manel Lacorte will periodically inform the principal about the progress of the investigation. He will also be available at the principal's request should he or she have any further question about the investigation.

4. The observations in the Spanish classrooms will take place once per week from the beginning of the academic course until the Christmas break. They will be not resumed after this period. Mr. Lacorte will attend the lessons as a non-participant observer. He will take notes based on his observation, and record the lessons in order to analyze them afterwards.

5. The total number of interviews between the teacher and Manel Lacorte will be three. Interviews 1 and 2 will be held by the beginning and the middle of the period of observation. The Interview 3 will be held shortly after the Christmas break. After the last interview with the teacher, the researcher will not ask him or her for any further collaboration with regards to his project.

6. The teacher journals will be collected twice during the investigation, coinciding with the second and final interviews. Mr. Lacorte will return the journals to the teachers after finishing the analysis of all the data for the project.

7. Manel Lacorte will be available for any academic activity arranged by the participants in the research project in order to compensate their cooperation. Some suggestions for such activities have been outlined in the document "Outline of Research Project FALL 1997".

This contract for the schedule and outline of the Research Project FALL 1997 is ratified by the signatures of:

.....	.....	.....
Mr./Ms.	Mr./Ms.	Manel Lacorte
Principal	Spanish Teacher	Researcher
. . . . . High School	. . . . . High School	

Date: .....

"Contract – Confidentiality"

Contract for the Confidentiality of Data
Research Project FALL 1997

By signing this document, the researcher, Manel Lacorte, Ph.D. candidate from the Department of Applied Linguistics in the University of Edinburgh, agrees formally to guarantee the confidentiality of the data obtained for his research project at . . . . . High School during the Fall 1997 semester.

This contract includes the following sections:

1. The names and titles of the teachers taking part in the investigation will not be disclosed under any circumstance during the collection of the data, nor after the conclusion of the research project. In order to preserve their anonymity, Manel Lacorte will use pseudonyms to refer to the participants in any material based on the investigation.

2. Mr. Lacorte will not provide his supervisors – Mr. Brian Parkinson and Mr. Jim Hutton, from The Institute for Applied Language Studies, The University of Edinburgh – with the names of the teachers involved in the research project. If required, Mr. Lacorte will provide the teachers with a document in which his supervisors agree to the terms stated in this section.

3. After the conclusion of the research project, Manel Lacorte will contact the teachers involved, provide them with a copy of any material derived from the investigation, and then ask them for their permission to use that material in other academic contexts such as journals, seminars, conferences, etc.

4. If for any reason or circumstance, the teachers or principals involved in the research project consider that this contract for confidentiality has not been respected, Manel Lacorte will stop the investigation until the difficulties are resolved. In the case that these difficulties have been caused by Mr. Lacorte, he will apologize to the teachers and the principals under the conditions that they find more appropriate, and then discontinue the research project.

This contract for the confidentiality of the data obtained from the Research Project FALL 1997 is ratified by the signatures of:

.....	.....	.....
Mr./Ms.	Mr./Ms.	Manel Lacorte
Principal	Spanish Teacher	Researcher
. . . . . High School	. . . . . High School	

Date: .....

INSTITUTE *for* APPLIED LANGUAGE STUDIES
The University of Edinburgh
21 Hill Place
Edinburgh EH8 9DP
Scotland

Telephone 0131 650 6200
Fax 0131 667 5927

29th April 1996

To Whom it May Concern,

Re: PhD Research Project of Mr Manel Lacorte

This letter is intended to confirm two points:

1. The results of Manel's work will only be used for academic purposes. In this tradition it is accepted that participants in the research are never identified as individuals.

2. Should, for any unanticipated reason, the identity of participants become known to ourselves, as Manel's supervisors, this information will be kept confidential by us.

Yours sincerely,

Brian Parkinson
First Supervisor

Jim Hutton
Second Supervisor

"Background – Contact with Teachers"

Teacher A

The first meeting took place in his classroom in May 2, during his afternoon planning period. After the personal introductions in English, the teacher switched into Spanish. He asked me about the purposes of the research project, and seemed satisfied with my explanations, following the description provided in the document "Outline Research Project." During the meeting the teacher asked several times if I could understand his Spanish, and if his pronunciation sounded too poor. We devoted the last minutes to talking about his experience as an exchange student in Salamanca, Spain, in 1995. We also talked about my position in a nearby institution, and about how I dealt with living in an environment quite different from that of my hometown in Spain. Finally, Teacher A gave me his home phone number, and pointed that I could count on him should I need anything concerning his participation in the project. I took leave as the students for the next period began to enter the classroom. I called Teacher A in August 19 to agree on the course that I would observe, and to arrange the first interview. As in our first meeting, his attitude toward the research project seemed quite positive. He indicated that I would not be able to attend the very first class of the academic year, because that week was especially busy in the school. However, he agreed to schedule the first interview during that week, the 28th of August.

Teacher B

The first meeting with Teacher B was held in her classroom at the end of her teaching duties (March 26). We spoke in Spanish during the entire conversation. She seemed quite enthusiastic about the project, and did not ask any questions about the research materials previously provided by the principal. Instead, her questions and comments related to my expertise in the fields of pedagogy and the teaching of Spanish. She was interested in my sharing with her activities and other materials that could improve her teaching. This request troubled me somewhat, considering my initial purpose of establishing a relationship of equality with the teachers. I attempted to emphasize my lack of knowledge about teaching at the secondary level. I also mentioned my aim to develop a series of workshops where teachers in the area could share ideas and materials. At the end, Teacher A talked about her part-time M.A. studies at a nearby large public university, and her travels to Spain. She gave me a quick "tour" around her classroom, so I could see the different materials that she had collected for use in her teaching. Finally, she gave me her home phone number, and I took leave. Our next contact was in August 21, with regard to her teaching schedule for the new academic year, and

the date and time for our first interview. She mentioned that classes would begin later that year because of main repairs in progress at the school. Then, she suggested to hold the interview during the first week of September. On this occasion, the conversation was held in English, and included comments about our respective summers, and her aim to organize a field trip to Mexico at the end of the academic year.

Teacher C

I met Teacher C in her classroom, during a planning period in the afternoon of March 27. We spoke in English, and at first the teacher expressed her interest in learning more about the research objectives. The explanations followed the structure outlined in the document "Outline Research Project." Teacher C seemed pleased with my description of the project, and agreed to participate. After she gave me her home phone number, we agreed that I would call her before the end of the academic year, in order to arrange the schedule of my observations. I took leave as the students were entering the classroom for the following period. I phoned the teacher in May 1, but she still did not know what her schedule would be for the following year. In this conversation, she talked about her involvement as a dressmaker in the musical play that the school was organizing as part of the graduation events. My next call was in August 15, and then we were able to find a course for the observations, and a date for the first interview – August 21. During this conversation, the teacher made several comments about how "good" or "bad" the courses could be. She also talked about the changes that any given group experiences throughout the week: "Monday would be a "slow" day after the weekend, while on Thursday and Friday one could not do much with the students, because their mind would already be set on their plans for the weekend."

Teacher D

The first meeting with this teacher took place in his classroom in the afternoon of April 4. We spoke in Spanish from the beginning, at first about the Spanish regions where we were from, and our relatives still living in the country. Next, I gave him an overview of the purposes and data collection procedures for the project. He thought that his participation could benefit him considering his limited teaching experience. He asked me about the possible compensations that he could expect in return, and I described my interest in developing a series of workshops. He seemed to be keen on this idea, and did not ask any further questions about the project. Finally, he gave me a business card with his home address, and we agreed that I would contact him at the end of August to arrange the classroom observations and the first interview. After a few unsuccessful attempts, I was able

to reach him in September 7. He was a little wary about my observing a "problematic" course, an observation based on certain comments written by the students in the registration forms. However, I had already scheduled my observations in the other schools, and we were unable to find a different day. Next, the teacher said that I would quickly notice how different the environment of School D was in comparison to that of other institutions in the area. In his opinion, this was mainly due to the fact that School D was attended only by girls who also lived there as boarders. Finally, we talked about our respective summers and the birth of his second child, two months earlier.

Teacher E

I already knew Teacher E as a colleague in the Department of Foreign Languages of the same institution. For this reason, I asked him whether we could meet at an earlier date, in order to prepare the first meeting with the other teachers. Our first conversation took place in my office in November 15,1996, and was held in Spanish – our usual language of communication. I prepared the outline for this conversation in the same language, to facilitate my presentation of the purposes. The precautions that I took with regard to my relationship with Teacher E are described in the section on the presentation of the research objectives (see page 128). In this meeting, Teacher E seemed to be mainly interested in learning more about my objectives for the investigation. He did not appear to have any concern about confidentiality or changes that the research project could entail in terms of our professional relationship. After this conversation, and before the beginning of the observations, Teacher E and I talked several times about the progress of my research project. However, we did not discuss any specific details concerning the course that I would observe, nor about any other aspect of the investigation, until August 22, 1997 – once I had analyzed most of the data.

"Background – Compensations"

Manel Lacorte
Institution
Address

Name of the Teacher
Position
Name of the School
Address

24 de noviembre de 1997

Estimada señora Name of the Teacher:

Mi nombre es Manel Lacorte, y he trabajado como instructor de español en **xxx** desde agosto de 1996. Aquí comparto la enseñanza de los cursos de nivel básico con mi colega **xxx**, y me encargo de los cursos más avanzados sobre gramática, conversación y composición, y cultura e historia de España. Asimismo, imparto un curso sobre métodos de enseñanza de lenguas extranjeras con estudiantes que desean obtener el certificado para trabajar en escuelas de educación secundaria.

Desde que comencé a trabajar en **xxx**, he tenido ocasión de conocer y de hablar con algunos profesores de español de este área. Todos estamos de acuerdo en que cada vez hay más estudiantes interesados en aprender español, y en que sería una excelente idea establecer un contacto regular entre nosotros los profesores, a fin de compartir experiencias, ideas y materiales pedagógicos que después podemos usar en nuestras clases. Por esta razón, quisiera invitarle a las reuniones del Círculo de Amigos del Español que comenzarán a principios de 1998.

Me encantaría que nos pudiéramos reunir una vez por mes en un lugar y a una hora que a la mayoría de nosotros nos resultase adecuadas. En cada reunión, podríamos hablar de un tema de interés para todos como, por ejemplo, viajes y experiencias en países hispanohablantes, música y canciones, comidas, el español de los hispanos en los Estados Unidos, juegos o actividades que se pueden usar en clases con muchos estudiantes, etc.

Para poder acabar de organizar nuestras reuniones de la manera más conveniente, le agradecería que completase el cuestionario que acompaña a esta carta y que me lo enviase lo antes posible. Muchas gracias por su atención, y quedo a la espera de sus noticias.

Muy cordialmente,

Manel Lacorte
Oficina: Phone number
Casa: Phone number

"Background – FLE in American Schools"

(adapted from Rhodes and Branaman, 1999)

The 1997 survey on K-12 foreign language education prepared by the Center for Applied Linguistics (CAL) was sent to a randomly selected sample of principals at approximately 6% of all public and private elementary and secondary schools in the USA. Questionnaires were completed by principals and foreign language teachers with an overall rate of response of 56%.

- In the past decade, the number of elementary schools offering foreign language instruction in the USA has increased by nearly 10%, from 22% to 31% of all elementary schools.
- The percentage of secondary schools offering foreign language instruction has remained fairly stable: 87% in 1987 and 86% in 1997.
- In 1997, over 4 million elementary school students (out of 27.1 million) were enrolled in foreign language classes. About 3 million (out of 8.2 million) middle and junior high school students were studying a foreign language in school; over 7 million (out of 13.5 million) high school students were doing so.
- Spanish instruction has increased significantly: from 68% of elementary school foreign language programs in 1987 to 79% in 1997, and from 86% of secondary school programs in 1987 to 93% in 1997.
- French is the second most commonly offered language at all levels, but the number of schools offering French decreased significantly at the elementary level (from 41% in 1987 to 27% in 1997) and slightly at the secondary level (from 66% to 64%).
- At the elementary school level, offerings in all but four languages (in addition to Spanish) remained stable or decreased from 1987 to 1997. Those that increased were Spanish for Spanish speakers (from 1% to 8%), Japanese (from 0% to 3%), Italian (from less than 1% to 2%), and American Sign Language (from less than 1% to 2%).
- At the secondary level, instruction increased in Spanish for Spanish speakers (from 1% to 9%), Japanese (from 1% to 7%), and Russian (from 2% to 3%), while offerings of all other languages (except Spanish) remained fairly stable or decreased.
- The percentage of secondary school programs offering advanced placement classes in foreign languages increased significantly, from 12% in 1987 to 16% in 1997.
- The primary goal of most elementary school programs is introductory exposure to a foreign language. Only 21% offer programs having proficiency in the language as a goal.
- Well-articulated K-12 language programs aimed at high levels of proficiency are still uncommon. Students who have studied a foreign language in elementary school are placed in Level 1 classes at the secondary level (along with students who have had no prior exposure to the language) in 26% of the responding school districts.
- The most frequently cited problems facing elementary school foreign language programs were funding shortages, inadequate in-service training, inadequate sequencing from elementary to secondary school, and the high ratio of students to teachers.
- The most frequently cited problems facing secondary school foreign language programs, in addition to those cited by elementary schools, were teacher shortages, lack of quality materials, and poor academic counseling for students.

Background-Schools

School A

The current location of School A dates from 1961, as part of a school district serving a community of about 20,000 residents. The ethnicity of the students attending the high school is quite homogeneous – about 98% are white –, and most of them come from middle-class or upper-middle class families. This pattern is due to the presence of a large professional community working for the nearby liberal arts college, county seat, court house, and hospital. Furthermore, the town has a prison system consisting of three centers and several middle-size companies.

The district also has six elementary schools scattered throughout the community, and one middle school next to the high school building. A construction program in progress by the end of 1997 was expected to reduce the number of elementary schools from six to four, with one of them to be built where the middle and high schools are now. A school brochure presents the district's vision as a way "to provide opportunities that develop self-motivated, problem-solving individuals who work cooperatively toward a better social, vocational and personal world." The district's philosophy of education is also described in the same brochure as its aim "to provide an education for the children of this District suited to the interests, needs and abilities of each and within the financial, human and physical resources available to the District as provided by the Board of Education."

The school board consists of 9 members, among them alumni and members of the community. The superintendent of the school district was the seventh since 1961, and the course 1997-1998 was his fourth year of a renewable five-year contract (he resigned by the end of the year in order to accept a similar position in another district). The principal was the fifth in the school's history, and held a permanent position under similar conditions to those of the teaching staff. There are 13 other people working as support staff: librarian, counselors, special education personnel, etc. Most of the 42 teachers are full-time employees, and conduct courses for approx. 1,200 students in grades 7-12. Besides a variety of clubs, the students participate as well in school administrative matters through the Student Government – e.g., as part of the planning committee for the Strategic Plan 1994-2000.

School A is located within the boundaries of the town, and near a private college of liberal arts – School E. It has a few athletic facilities shared with the other schools of the district; for example, the gymnasium with the middle school. There are three fields for soccer, hockey, and softball next to the school, and three other fields for football, baseball, and soccer in different parts of the town. The number of sport facilities corresponds to the interest that the community has in sporting events. As for academic

facilities, there is a library and four computer labs: three of them assigned for regular classes, and the fourth as a writing lab for which students need to obtain a special pass. Finally, there is a 1,200-seat auditorium, functioning among other things as a center for performing arts. The ties between the district and the community are stated in the school's mission: "The School District in partnership with the community will establish and maintain an educational environment which develops each student's full potential to be a lifelong learner and a productive citizen." During our interview, the high school principal described the community of the town as conservative and traditional, its values being those of a typical rural environment in the USA.

Like most school districts in Pennsylvania, School A was in 1997 involved in a process of strategic planning, within which the school had the status of "Phase 1 School District." This status implied a large number of changes at both administrative and educational levels in the next few years. The strategic planning for the state public schools rests on the general notion of "school to work," which is intended to replace a previous tendency to "teach for teaching sake." The aim of this new notion is to contextualize the learning experience of students, so that they can develop the skills needed to become effective participants in the professional world.

The curriculum has shifted its focus from knowledge and comprehension to assessment and implementation, in order to prepare students for the options that they are likely to encounter at the end of their secondary education: job market, higher education, technical or vocational education, etc. Due to this re-definition of the curriculum, the academic programs of the high school included – besides the traditional references to skills such as reading, writing, and arithmetic –, an emphasis on computer and technology education. In recent years, the state public schools have been required to combine teaching with career orientation. Students are nowadays asked to consider their career choices by the time they reach ninth grade (age 14/15). This entails an effort to relate the courses that they have previously taken to both their professional or academic interests, and their readiness and abilities.

One of the effects of this new focus on curriculum approach is a more careful selection of the courses that students enroll for ninth grade – known as the "decision-point year." Instead of the traditional academic program, the school offers now three different tracks for:

- students who prefer to follow a vocational education starting in the tenth grade ("tech-prep" or "applied" track)
- students interested in attending colleges or universities after high school ("accelerated" track)
- students keen to pursue a career in business ("business" track)

The "tech-prep" or "applied" track is followed by approx. 30-35% of the student body. It has as its main objective to provide students with a satisfactory academic background before entering the job market or attending vocational or technical schools. 50-55% of the students enroll in courses within the accelerated academic track, which comprises optional laboratory practices in the senior year, four years of foreign languages, and courses in humanities stressing areas such as writing, research, and cooperative learning. This track offers an option for students to replace the four required years of foreign languages for two years complemented with other courses in specific fields of specialization. Finally, the growing business track encompasses more courses in math, statistics, and marketing for approx. 15-20% of the student population.

The programs of study in School A are intended to meet the needs and goals of all students. Apart from the electives for students within the above three tracks, School A has collaborative partnerships with a vocational technical school, and the nearby college of liberal arts. There exists as well the opportunity to attend programs sponsored by a major state university located 35-40 miles from the school. Finally, the school maintains an exchange program through an American educational organization that brings into the school a small number of students from Latin America and Europe every year.

School B

School B was established in 1947, with its first class graduating in 1948. The district has one elementary school next to the high school, built in the mid 1960s. According to a school district classification provided by the state of Pennsylvania in terms of size – from Class A to Class AAAA –, the school falls into the Class A group, which is the smallest. The school board consists of 10 members, a superintendent and two principals, one for each center. For the academic year 1997-1998, there were 31 full- and part-time teachers conducting courses with a total enrollment of 470 students. The Student Government participates in the administration of the school through a number of representatives, and oversees student clubs such as the International Club, Future Farmers, Video Club, Speech League, Library Club, Varsity JC, etc.

The site is located about 2-5 miles from three small boroughs, none of them with more of 500 residents, and several townships. The school administration describes the environment surrounding the school as a "rural area," with one middle-size company producing office supplies, and a number of small corporations mostly connected with farming, the main economic activity in the area. The student population is homogeneous, both in terms of their social and ethnic background.

The two buildings in the district – elementary and high schools – have their own library, a large auditorium, and a gymnasium. In the high school, there are four

computer rooms; one of them is a new typing room with 25 computers that came into operation in September 1997. On the other hand, the equipment of one of the other three computer rooms is only used for the math program. According to the administration, the computers and other pedagogic materials in the other two rooms are quite up-to-date, in order to allow all students in the school to take a required computer class each academic year until grade 9th. Afterwards, students can continue taking courses in this area as an elective. As for extracurricular activities, the options offered by School B are more limited in comparison with other schools in the area. In Fall, students can participate in three sports: football for the boys; basketball for girls in grades 7-9; a cross country team mostly for girls; basketball for boys and girls, and wrestling. In Spring there are baseball for boys and track athletics for both boys and girls.

At the beginning of the academic year, the district distributes a handbook that states students' rights and responsibilities concerning attendance, effort in classroom work, conformance to school rules and regulations, respect for the rights and opinions of other individuals in the school, etc. As for the character qualities stressed by the administration as vital to the success and well being of every student, the handbook highlights "honesty", "responsibility," "respect," "courtesy," "trustworthiness," "kindness," "fairness," "appreciativeness," "creativity," and "humility." The discipline standards are based on a number of policies concerning the use of drugs or alcohol, smoking, sexual harassment, dressing, public display of affection, etc. The school board may expel any student who consistently violates school rules and regulations or commits acts which endanger the health and safety of other students and staff members. Expulsion can only be done by the school board upon the recommendation of the superintendent.

School B has an unofficial division between two major sequences or tracks with regard to its programs of study. The distinction between these two sequences is due to the administration's concerns about the underachievement of some students traditionally allocated to the regular academic program. The first sequence is called the "college-prep curriculum," designed for students who plan to study in four-year colleges or universities. The second sequence – "applied curriculum" – is intended for students who seek to attend trade schools, vocational-technical schools, or two-year colleges, and students that will enter the job market without further education. Starting in the academic year 1997-1998, students following the applied curriculum would also have to take a number of math courses on subjects such as algebra, geometry, problem solving, etc., in order to acquire the necessary skills before enrolling for technical schools or entering the job market. In some cases students from either track may take the same courses, often those offered by the Agriculture Department, considered one of the strongest and better-equipped in the school. Approx. 35-40% of the student body do not continue their studies after obtaining their high-school diploma.

Under the supervision of the school guidance counselor, students have to make a formal decision between the academic and the applied curriculum during grade 9. However, most of them decide their program of study as early as grade 7 by taking certain introductory or elective courses, especially if they wish to opt for the academic track. Graduation is contingent upon both State mandated requirements and additional requirements established by the school district. These consist of four credits of English; four credits of social studies (this also counts as arts and humanities elective); three credits of mathematics; two credits of arts and humanities; three credits of science (one of which must be Biology); one and three fourths credits of health and physical education; traffic safety, and additional electives which bring the total credits to the required minimum of 24. As School A, there is an exchange program which allows students to spend a year studying in a Latin American or European school. School B receives a limited number of foreign students (1-3 students every year), usually hosted by families in the area with children attending the school as well.

School C

The current location of School C dates from 1953. At that time, instruction in the school was limited to the last two years of secondary education (grades 11 and 12). In 1964, grades 7 to 10 were incorporated into the program of studies, and the school was renamed. The management has the same organization as the rest of the public schools in the state, with a School Board consisting of 9 members – with different educational and professional backgrounds –, and the superintendent of the district. The traditional system with only one principal responsible for secondary education – with the support of one or more assistants – was replaced in the academic year 1997-1998 by a team consisting of a senior-high principal in charge of grades 10-12, and a junior-high principal for grades 7-9. Finally a director of educational services works on areas such as curriculum and other aspects of the school academic and financial programs.

In the academic year 1994-1995, School C had a little over 800 students in grades 7-12, with each grade averaging 120 students. In recent years, the school has experienced a decline in enrollment compared to the numbers in the late 1980s, when the average was 140-170 students per grade. The same pattern has affected the teaching staff: In 1966, there were about 65 full-time teachers, compared to 52 at present. The total staff of the school is 110-115, including teachers, administrators, counselors, clerical workers, janitors, a librarian, a school nurse, etc.

The school owns an auditorium – located in the town –, where most of the assemblies and entertainment programs take place. Also, there is a gymnasium that can house the entire school population for special events, although it usually serves as a center for the sports program in basketball, volleyball, etc. Outside the building, the school has several fields for baseball, football, and athletics. The facilities for academic purposes

include a library – with approx. 70,000 volumes –, a computer lab for computer instruction and another lab for individual work.

The general philosophy of School C is explained in its "Student and Parent Handbook" as the "concern for the educational needs of all students and a corresponding desire to serve those needs." This concern is also with "the total personality in an effort to help him or her develop into tomorrow's adult." As for the basic educational needs, they appear under two headings: "a systematic growth in the use of verbal and mathematical skills," and the "instruction in the natural, social, economic, and technological forces shaping today's world." These objectives and notions are the result of the cooperation between the school administration and the community. Also, the school maintains a number of "link committees" made up by administrators, parents, teachers, and students in order to discuss particular concerns and problems within the educational context.

The town is currently experiencing a moderate recovery after the shutdown of several companies that used to employ many residents in the area. This event took place in the early 1960s and forced other smaller industries to close down as well. As a consequence of this economic crisis, the population decreased from about 6,500-7,000 people to approx. 3,500 at present – figure provided by the administration. In the past 10-15 years three middle-size companies have moved into the area, improving to some extent the job market. The ethnic background has traditionally been European, with most families of Italian and German origin. There is also a small minority population, mainly made up by African American people, and a few Hispanic families that have recently moved into the community. Within the school, black students represent 2-3% of the total population. The administrator whom I interviewed mentioned a general misconception in other parts of the county about the size of minorities in this town. In his opinion, one of the reasons is the large number of minority students involved in popular sports such as basketball and football. The school participates in an exchange program which brings students from Latin American or European countries with irregular frequency.

Students are represented by a Senior High School Student Council. This organization may propose policies to the school administration, and encourage enforcement of rules that may have a positive effect upon the student body. Other groups are chapters of the National Honor Society, whose selection process is based on scholarship, service, and leadership; the Future Business Leaders of America, etc., and a number of student clubs related to different sports, academic interests, or leisure activities (foreign languages, arts, sciences, hobbies, etc.). Students can receive help from two full-time counselors regarding concerns about academic or personal matters. In addition to individual counseling, the student may obtain counseling in groups where information and guidance are of a more general nature.

Periodically, groups are assembled by class, department, sex, interest, or some other means to impart relevant instruction on issues such as course selection for 8th-grade

students, career conferences for grades 9-10, and college and vocational choices for grades 11-12. Also, there is an after-school tutoring program where students can seek individual help for any of their academic courses. The discipline code consists of four levels of misconduct, ranging from minor actions impeding orderly classroom procedures to behaviors that are criminal in nature, such as bomb threats, possessing or using alcohol, vandalism, etc. Each level involves notification to different authorities, as well as diverse disciplinary measures.

There are three main programs of studies. First, the academic program is designed for students wishing to acquire the necessary background for post high school training or education. This program consists of courses in math and sciences (algebra, calculus, geometry/trigonometry, biology, chemistry, etc.), courses in humanities (English, academic writing, social concerns, and foreign languages), and a number of electives. The business program intends to prepare students for various positions in the business-industrial world. This is a terminal program which gives the students the skills needed for immediate employment upon graduation from high school. Besides a number of courses shared with the academic track, the business program offers other options such as accounting, typing, speedwriting, business math, economics, business law, etc. A similar number of students follow the above tracks, while the applied or vocational program has a lower number of students. This track allows students of grades 10-12 seeking employment in the industrial-manufacturing fields to enroll courses offered by the nearby vocational-technical school of the county. Some examples of course offerings in this school are: air conditioning and refrigeration, automotive body and mechanics, cosmetology, electrical occupations, culinary arts, health assistant, horticulture/floriculture, etc.

School D

School D is a private secondary boarding school for girls located at the edge of a small village of 100 inhabitants halfway from the two major urban areas in the region – each 35 miles away. The institution was founded in 1853 by local citizens concerned about the few opportunities that girls in the community had for advanced education. Since its establishment, the school directors have been members of four consecutive generations of the same family. It is governed by a Board of Trustees of 16 members – principally alumnae and past parents – which oversees the school's operation as a non-profit foundation approved by the Department of Education of the Commonwealth of Pennsylvania, and accredited by the Middle States Association of Schools and Colleges. The current administration consists of the following posts: Director, Head of School, Assistant Head of School and Director of Admissions, Dean of Students & Campus Life, Dean of Academics, Dean of Woman, and Treasurer. The other members of the staff are one librarian, two psychologists, five housemothers (staff supervising the dormitories), three nurses, four secretaries, and a summer camp director.

The campus is set in hilly and landscaped terrain and comprises six buildings, some of them also used by the administration. There are two student dormitories, several student recreation lounges, and a snack bar. The sports facilities are a gymnasium, five tennis courts, playing fields, indoor and outdoor pools, and a fifty stall stable. As for the visual arts, the school has an art room divided into several studios, and a performing arts center. Finally, the academic facilities include a library, study rooms, and classrooms, equipped for laboratory sciences, art, photography, music, and learning skills and computer instruction.

30 full-time teachers make up the teaching staff of the school. They teach a total of 14 subjects, organized around two major academic programs. The "A-level" prepares students for highly competitive colleges and universities, and the "B-level" is for students seeking less competitive higher education degrees. In the A-level track, students take a minimum of four years of English; two years of a foreign language; four years of history; three years of a laboratory science, and three years of college preparatory mathematics; plus six to nine other elective courses. In the B-level track, a student must complete four years of English; three years of applied mathematics (including computers); three social studies courses; two sciences credits, and ten elective courses. Students are allowed to take courses in both A and B tracks depending of their strengths and weaknesses.

The school gives "exceptionally-talented" students the option to get involved in honors sections or Advanced Placement classes. Students in their last year may also attend a class each semester at a nearby campus of a large public university. Art or dance students have the opportunity to get involved in competitions outside the school community. The Learning Skills department offers classes in reading, writing, and math skills to individual students upon request. Emphasis here is on improving study skills: outlining, note-taking, test preparation, organization, and time management. Besides the academic program, the school provides students with a range of extra-curricular activities such as field and shopping trips to different locations, on-campus theater productions, dance programs, chorale and band concerts, and sports.

The total number of students attending School D ranges between 150 and 160, with roughly 55% national – within a 300-mile radius – and 45% foreigner – Mexicans, Colombians, Koreans, Pakistanis, Chinese, Japanese, and a number of European countries. The dorms are divided into suites for four students, who share two bedrooms and a bathroom. The school maintains a staff of housemothers 24 hours daily in the dormitories, who provide the students with supervision and counseling. New students are also assigned a "Big Sister," a junior or senior student who has received training in peer counseling. Finally, the Dean of Women, the Guidance Director, and the school psychologist complete the range of choices for students in need of emotional support or social development.

The student representation in the school is based on the Student Council, an elected group of three seniors, two juniors, one sophomore, one freshman, and one representative from the seventh and eighth grades. The council meets regularly with the administration and guidance personnel to discuss new activities, school philosophy, and ethical concerns. It was from such a student-faculty-administrative forum that the current system of discipline developed. Girls receive weekly rewards for good citizenship, academic effort, and community service. These rewards are called "School Dollars," and may be redeemed for snacks at the cafeteria, the bookstore, or for school-sponsored trips on weekends. Girls receiving infractions risk weekend "campussing", in-school suspension, or forfeiture of vacation days.

A typical day in the school begins with breakfast, served until 7:45. By 8:00, students are in the auditorium for the morning assembly, and by 8:12 classes have started and students are either in classrooms or the library. In addition to the core subjects, morning classes may include a private piano, voice or instrumental lesson, dance, or individual riding tutorial. The five morning classes are followed by lunch, and then by a extra-help period during which individual students meet with teachers to receive extra instruction or to pursue topics beyond the lessons. After the two afternoon classes, all students participate in the sports, riding or dance program, and enjoy some spare time. Before dinner, students participate in a ten-minute work-duty program. The day is completed with class meetings, chorale, band, play rehearsals, work in the study halls, which are opened until 9:30 pm, and some spare time prior to turning off the lights in the dormitories.

Classes average nine students. The teaching staff maintains the daily extra-help session, and coordinates the Advisor/Advisee program, which intends to address concerns specific to students at their grade level. The program consists of small groups of students assigned to a faculty member, who also provides support and counseling on an individual basis, and communicates regularly with parents. College and career counseling begins in grade 11 and continues until girls receive their college acceptance letters. International students are tested in English and may be required to take English as a Second Language (ESL). The school offers a range of courses in ESL, from beginning to advanced. The goal is to develop the level of English proficiency so that students can be mainstreamed as quickly as possible in the standard English curriculum. Courses are also offered in the science and history departments to accommodate the special needs of these students, including an intensive TOEFL preparation class.

School E

School E is a private, independent, and co-educational college of liberal arts and sciences, founded in 1876 by members of the Church of the Brethren to prepare

individuals "for the useful occupations of life." The present location dates from 1879, when classes where moved to the building that at present houses most administrative offices. The current campus is located at the west end of a town with approx. 7,000 residents. In 1896, School E was accredited as a four-year liberal arts institution, and the first B.A. degree was awarded the next year – the B.S. degree became available in 1920. The school was rechartered as a nonprofit institution in 1908, as accredited by the Middle States Association of Colleges and Schools. Other accreditations include: the American Association of Collegiate Registrars and Admissions Officers, the American Chemical Society, the Council on Social Work Education, etc., along with a number of other state and national professional associations. This institution defines itself as a "community dedicated to providing the highest quality liberal education. The aim of that education is to awaken students to the empowering richness of the mind and to enable them to lead fulfilling and useful lives (...)".

The Board of Trustees governing the school consists of 39 members – among them the school president – and four officers. The current president announced his retirement starting in summer of 1998 after 12 years in the office, and a new president was hired after a national search. The provost is also the vice-president for student development. There are two other vice-presidents – college advancement and marketing, and finance and operations –; two associate vice-presidents for advancement and marketing; a dean of students, and an assistant dean and director of international programs. At a lower level, there are approx. 120 people working in areas such as academic affairs, student services, athletic department, college advancement, business affairs, medical section, and campus ministry.

School E now occupies 100 acres with 31 buildings. Other properties are several nature preserves, a conference center and two lodges, located outside the campus, together with a 365-acre environmental studies field station leased from the Army Corps of Engineers. Besides the buildings for the administration, the school has three buildings with classrooms, one science center, library, dining hall, auditorium, art gallery, several tennis courts, and a number of intramural and practice fields for baseball, field hockey, football, athletics, etc. The sports and recreation center contains two gymnasiums, swimming pool, multi-purpose room, wrestling room, racquetball courts, sauna, and center for varsity sports activity. There are four residence halls that can accommodate around 1,200 students. Most of these buildings were constructed in the 1960s, and have recreation rooms, study rooms, lounges, and utility rooms for washing and ironing.

The teaching staff consists of approximately 80-85 members, a number that can vary depending on specific needs. The school hires part-time instructors for diverse periods of time – from one semester to three years. The college supports a flexible curriculum, wherein students may design their own individualized Program of Emphasis (P.O.E.) from courses offered by 17 academic departments. Each student consults with two

faculty advisers and may also seek counsel from Career Services staff and Counseling staff. Coursework takes place both on and off campus, and includes experiences such as seminars, field work, internships, study abroad, independent study, and research. There are, however, minimum curricular requirements for receiving a degree in areas such as humanities, fine arts, natural sciences, etc., and courses of an interdisciplinary nature. In all, students complete at least 120 credits with a minimum point cumulative grade point average of 2.00 (the maximum is 4.00). Out of these 120 credits, students must design and complete a POE consisting of 45-60 credit hours with a minimum of 18 credit hours at the 300- or 400-level. Interdisciplinary POEs may have a maximum of 90 credit hours.

School E maintains an enrollment of approximately 1,150 students. 66% are from Pennsylvania, 25% from other states and territories, and 9% are international students. The Office of International Programs, with the assistance of the Enrollment Office, has as one of its main priorities to promote the internationalization of the campus through (a) attracting foreign students, and (b) sending national students abroad. 80% of the student body lives on campus, under the supervision of resident assistants (one for each floor in the residence halls), and resident directors (one for each building). The distribution of students in the dorms varies according to the characteristics of each building, although the most common arrangement consists of rooms shared by two people.

A number of students is appointed each year to serve as representatives on all faculty committees and standing committees on the Board of Trustees. The Student Government is elected by all students and consists of an Executive Committee and Student Senate. The primary functions of Student Government include the allocation of funds to student organizations (around 60), as well the oversight of the budgets and activities of these organizations. The College Center Board has major responsibility for the planning, initiation, and promotion of a cultural, educational, social, and recreational program for the school community. The Board is composed of students, a faculty member, an administrator, an alumnus/ae, and is advised by the assistant dean of students for programming and orientation.

The school sponsors several communication programs, designed to inform and enhance campus life: yearbook, weekly newspaper, radio station, and literary magazine. Finally, a variety of cultural events is available, such as the annual Artist Series offering performances in drama, dance, and vocal/orchestral music. In addition, a series of artistic programs is produced by the Music Department and the English, Communication, and Theater Arts Department. Some involve students only, while others involve faculty and visiting artists. Art exhibits are held in the art gallery under the sponsorship and supervision of the Art Department. Contemporary, classical, and international film series are presented during a regular academic year in the Alumni Auditorium.

"Background – Teaching Materials"

The data for this section come from three main sources: (a) first round of interviews with the teachers, (b) classroom observations, and (c) examination of textbooks by the end of the period of observations. Complementary information derived from my research journal; e.g. notes taken after having observed a lesson, or during a phone conversation with a teacher. The description of the pedagogic materials is based on a common feature of the five courses involved in the study, i.e., the use of a textbook as the primary pedagogical resource. For this reason, this section is divided into two parts; the first consists of a report on the textbooks for the courses under analysis, and the second accounts for any other relevant materials or teaching aids either mentioned by the teachers during our conversations, or employed during their instruction – activities borrowed or adapted from other sources, overhead transparencies, other people participating in the lessons, etc. I have arranged the examination of the textbooks according to:

- bibliographic information
- pedagogical philosophy or premises
- organization of content and skills
- kinds of learning activities
- other characteristics

I began to prepare the reports once the period of classroom observations had concluded, in order to avoid interference or biases concerning differing views that both teachers and me could have had about the same materials during my observation. I first examined the textbooks, and then completed the second part as I analyzed the data from interviews and classroom observations. The textbooks had as a common characteristic to be the teacher's annotated edition. The guidance for teachers provided by these texts was of three general types:

- combination of methodologies and curriculum development – at the beginning of the book –
- overview of chapter objectives, and materials including key answers, cultural information, and preparation for chapter test – at the beginning of each chapter – and
- implementation of specific learning activities – in blue and on the margins of the main text.

School A

The Teacher A employed *McGraw-Hill Amistades. Annotated Teacher's Edition* (P.E. Woodford, C.J. Schmitt, and R.G. Marshall. 1985. New York, NY: McGraw-Hill. 395 pp.). The textbook belongs to the second part of a program designed for teachers and learners of Spanish at a secondary school level in the USA. Each level of the program includes: student text, teacher's resource kit, overhead transparencies, cassette program, student tape manual, workbook, test package, and computer software program.

The main objective of the book is "to enable students to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, and writing." Another objective, in this case of the entire program, is "to allow Spanish teachers flexibility so that they will feel comfortable with the material." Besides flexibility, the authors emphasize the following features and benefits: logical organization – general structure, vocabulary, and grammar – variety of learning activities, cultural information, natural language, reinforcement and review, development of productive and receptive skills, and orientation toward topics of interest relevant to teenagers.

The book begins with five review lessons covering all the important grammar material presented in the first part of the program, with brief explanations and activities. The length of the review lessons (4-6 pages) is shorter than that of the regular lessons (12-14 pages). There are 20 lessons, all of them divided into the following parts: vocabulary, structure, useful expressions, conversation, cultural reading, activities, magazine. The overall organizational mode of the book is situational, although the learning and practice of specific grammar items – such as verb tenses – often becomes the main focus of the lessons.

The title of each lesson introduces different situations – e.g., the night watchman, a department store, at the doctor's office, fashion, etc. The "Vocabulario" ('Vocabulary') section presents the new words of the lesson (6-15 words), first in isolation accompanied by illustrations – pictures or drawings – and then in context through sentence construction, definitions, short conversations, or narratives. Next, "Estructura" ('Structure') begins with a grammatical explanation in English, often together with examples and charts. The grammar exercises are occasionally related to the communicative situation of the lesson, and combine the following types: forming and answering questions according to a given model, fill-in the blank, short guided conversations or discussions, and short narratives. "Expresiones útiles" ('Helpful expressions') introduces expressions commonly used in natural speech related to the topic of the lesson. They usually appear within charts, and are followed by 2-3 activities of the same types indicated for the grammar section. "Conversación" ('Conversation') serves as a review of the previous sections which may be presented as a listening or reading activity. It is usually followed by one or more exercises to stimulate discussion. The "Lectura

cultural" ('Cultural reading') section is a short reading selection that puts the communicative situation of the lesson into a cultural setting. This section also contains a number of activities for students to reflect on the cultural content – answering questions, false/true statements, completing sentences, matching columns, and multiple-choice exercises. "Actividades" ('Activities') provides students with more complex activities related to the content of the lesson which require to prepare conversations and reports, write postcards and letters, outline an autobiography, etc. The lesson concludes with "Revista" ('Magazine'), a section that presents photographs and realia with the purpose of bringing the cultural content of the lesson once again. This section does not include exercises, in order to "increase the enjoyment that students will get from these 'Revista' sections".

The book contains a "Repaso" ('Review') unit after every four lessons. This unit reviews the grammar material presented in the previous lessons through brief explanations and rather structured activities. Finally, after each "Repaso" there are several optional reading selections that either provide further information about previously covered cultural items, or deal with literary themes. The appendixes contain a summary of the conjugation of Spanish verbs, two lists of vocabulary (Spanish-English and English-Spanish), and a subject index.

As in the case of the other texts examined, this book combines the use of English and Spanish according to a quite regular pattern. Explanations of grammar items, everyday expressions, and the meaning of cultural facts or events are generally carried out in English. Directions to complete the activities in the different sections of a lesson alternate English and Spanish. Translations into English are often provided for certain words in transcripts of conversations or cultural readings. Spanish is usually employed in the last sections – "Lectura cultural," "Actividades," "Revista". The program of which this textbook constitutes the second part was discontinued in 1995-1996, a year before I contacted Teacher A. The Teacher A was the only teacher of the five participating in the study who did not chose the textbook for the course under analysis. Rather, it was assigned to him when he started teaching in the School A.

During my observations, the teacher used his annotated teacher's edition, and requested students to work on explanations and activities from the student text and the workbook. In our second interview, the teacher stressed the importance of complementing the curriculum set forth by the textbook with a diversity of activities and games. In the lessons under analysis, the other activities incorporated by the teacher were three vocabulary games: "bingo," "dos grupos," and "ganar, perder y dibujar." For "dos grupos" ('two groups') students were divided into two groups standing opposite to each other with the desks in between them. The teacher would then say a word in English and in turns request the translation into Spanish from students in either group. If the answer was correct,

the student sat down in his or her desk. The game finished when all the students of a group had been able to go back to their seats after volunteering all the words in the vocabulary list of the lesson –approx. 15-20 words. In "ganar, perder y dibujar" ('win, lose and draw'), the class was again divided into teams; one volunteer from each would be told a word by the teacher, and they would need to "draw" the word for their team to guess it.

School B

Teachers B and C used the same textbook for the courses under analysis, even though the level of the courses was different – Spanish II and Spanish I respectively (*Voces y Vistas*. B.M. Reynolds, C.Eubanks-Rodríguez, and R.L. Schonfeld. 1989. Glenview, IL: Scott, Foresman and Company. 590 pp.). The text is the first book in a three-book series for teachers and learners of Spanish at a secondary school level in the USA. The components are: student text, teacher's annotated text, workbook and tape manual, practice sheet workbook, communicative activities blackline master, test and quizz packages, overhead transparencies, graded reader, computer software, and video package.

The program philosophy attempts "to equip students to (a) function in a Spanish-speaking culture, (b) use the language for a lifetime of personal enjoyment and enrichment, (c) appreciate the role of Hispanic cultures in a global context, and (d) continue expanding their communicative proficiency for further education or for the workplace." Next, the authors stress the convenience to combine a diversity of approaches and methods in order to get students to socialize and exchange information in a way that allows teachers to express their personal style.

The book begins with five review lessons called "En camino" ('In the way'), with a length of 8-10 pages. The following 16 chapters have approx. 25-30 pages each, and are structured around 3 major sections: "Prólogo cultural" ('Cultural introduction'), "Palabras Nuevas" ('New words), and "Explicaciones" ('Explanations').

"Prólogo cultural" introduces cultural information in English, setting a general theme for each chapter and variable degree of connection with the main situation(s) developed afterwards – e.g., "I am American," "A typical Latin American," "Popular sports," etc. The teaching and practice material is located in the "Palabras nuevas" I and II and "Explicaciones" I and II. Vocabulary in the "Palabras nuevas" is generally presented in either a visual context ("Contexto visual") or a communicative context ("Contexto comunicativo"). "Palabras Nuevas 1" includes a subsection called "Aplicaciones. Diálogo" ('Applications. Dialogue'). Underlying structures are explained in the "Explicaciones." "Explicaciones 1" also contains a subsection called "Aplicaciones ¿Qué pasa?"

('Applications. What's going on?') or "Aplicaciones Lectura" ('Applications. Reading'), and "Explicaciones 2" provides a subsection with the title "Aplicaciones. Repaso, tema y redacción" ('Applications. Review, topic, and essay'). Each chapter ends with a quick review of lexical and structural content in the "Comprueba tu progreso" section ('Check your progress'), and a chapter vocabulary list. The organizational mode of the book may be considered a combination of situational and notional-functional. The grammar explanations in the last section of each chapter tend to be shorter and quite basic, often based on simple translations from Spanish into English.

The textbook seemed to constitute the basic pedagogical resource for the teacher during the lessons under observation. She followed the sequence established by the annotated edition for the lessons that I observed. Other materials besides the textbook used in the classroom were listening activities from the cassette program, and activities prepared by the teacher often to reinforce the cultural component of the course. The teacher seemed to incorporate the listening activities –drills or dialogues – as a way to practice the pronunciation of sounds and words in Spanish. The dialogues were afterwards read by the students, following the directions given by the teacher. She also brought a Colombian exchange students twice during my observations, the first time to have her talk about Colombia and her experience in the USA – in English – and the second to play a popular song among Colombian teenagers. In addition, the teacher obtained assistance – commonly concerning vocabulary or expressions – from a student teacher who completed his pre-service practice period in the school between weeks 8-12. Finally, the teacher made occasional use of a number of complementary materials to present cultural items, e.g, maps, flags, dolls, pictures, etc. In a few occasions, students would be asked to complete assignments that would lead to short presentations in class, in general given in English.

School C

The Teachers B and C taught with the same textbook, even though the level was apparently higher in the case of the Teacher B – Spanish II. During the lessons under analysis, the Teacher C followed the organization of content and activities in the textbook. She sporadically incorporated listening activities from the cassette program to, as the Teacher B, reinforce the pronunciation of sounds and words at the beginning of a new chapter. In our second interview, the teacher talked about other complementary materials that she had employed in her courses – e.g., computer software, video tapes, etc. – but she did not incorporate any of them during the period of observations. She often furnished students with worksheets photocopied from the ancillary materials accompanying the textbook. These worksheets were generally assigned as homework to be completed outside the

classroom. In 3 of the 12 lessons under analysis, the teacher distributed self-made cards for the students to prepare dialogues in pairs or groups of three.

School D

Teacher D started teaching his Spanish III class with two textbooks: *Spanish for Communication. Conociendo a Mexico* (G.A. Milgrom. 1996. Albany, NY: Curriculum Press. 332 pp.), and *Practical Spanish Grammar* (M. Prado. 1997. New York: John Wiley & Sons. 2nd. ed. 354 pp.). However, he decided to stop using the grammar book by halfway through the period of observations because they were going too slow and his approach was not clearly defined by the use of two books emphasizing rather different areas of language learning. *Spanish for Communication* is the third of a program that emphasizes the learning of Spanish through exposure to social and cultural issues of relevance in different Hispanic countries – México in this case. The textbook is the only component of this level of the program.

The main objective of *Spanish for Communication* is to familiarize students with a number of everyday topics and situations often as seen from the perspective of the members of a Mexican family living in a town near Mexico D.F. Based on this objective, the book is divided into 10 units, which cover topics such as: health, family, weather, neighborhoods and cities, travels, etc.. The length of each unit is approx. 22-25 pages. The organizational mode may be considered as topic-based, with a secondary emphasis on usual communicative situations. The focus on the everyday life of the same family seems to furnish the book with a stronger connection between its different parts. This sense is complemented by other written and visual materials that portray the life of Mexican people in general.

The first page of every unit summarizes the aims according to: topics, situation, functions, and proficiencies. The last part refers to the linguistic skills – divided into listening and speaking, and reading and writing. After the summary of objectives, the structure of the unit evolves around 4-6 aims, all of them beginning with the phrase "Each student will be able to…". They are introduced and practiced through listening or reading activities such as vocabulary lists, conversations, role-plays, short descriptions or narrations, or reports on cultural items. These activities are accompanied by brief cultural notes or grammar reviews.

The units do not include a review section, nor do the Appendices. These contain 12 items, combining communicative functions for different situations, and charts with verb conjugations. At the end, there is a list of Spanish vocabulary with the corresponding translations in English.

As the other teachers, the Teacher D based his instruction on the sequence and activities of the textbook. At the beginning of my observations, he only implemented materials from either textbook, but after he cast aside the grammar text, he started incorporating other complementary materials and activities. Sometimes these materials were assigned as homework; e.g., boards on which students would describe their families, or masks to celebrate the Mexican Day of the Death. In the classroom, the teacher would rather ask his students to prepare and develop dialogues or sets of personal questions according to his own guidelines. At any rate, the implementation of complementary materials or activities was rather infrequent in comparison to the regular use of the textbook by the teacher.

School E

The book employed by Teacher E was the instructor's annotated first edition of *¡Tú dirás!* (J. Gutiérrez, H.L. Rosser, and A. Martínez-Lage. 1995. Boston, MA: Heinle & Heinle. 620 pp.). It is described as college-level language program which includes a diversity of ancillary materials such as textbook tapes or compact discs, workbook/audio manual, testing program, transparencies, video and video guide, multimedia program, instructor's resource kit, etc.

The authors define the text as an integrated approach to learning a foreign language, which furnishes students with "opportunities for speaking, reading, writing, and listening to Spanish". They also emphasize the importance of promoting consistent interaction among the classroom participants, so that students can create in Spanish in a culturally acceptable way. Other features pointed by the authors are the realistic and authentic contexts for the activities, the different ways to develop interaction in the classroom – information gap activities, cooperative work, and active participation – and attention to matters such as the hierarchy of linguistic functions, discourse segments, and grammar items.

The textbook is divided into a preliminary chapter (10 pages), 14 chapters, and the appendices. Chapters 1-12 have between 36-40 pages, and chapters 12-14 approx. 48-50. These are longer than the rest because of the "substantial information that they provide about the art, music, and literature of the cultures of the Spanish-speaking world." The appendices include transcripts for the oral texts in the student textbook, charts for verb conjugations, two glossaries (Spanish-English and English-Spanish), and a subject index. The organizational mode of the book is "multi-strand," i.e., it seems to maintains a balance between a number of curricular elements: topics, situations, notions and functions, grammar structures, vocabulary, and cultural information.

The chapters are unified around themes, and organized into four "etapas" ('stages') which progress from an introductory section, "Para empezar" ('To begin with'), which presents realia and/or dialogues that provide semantic and cultural input. The other sections within each "etapa" do not necessarily follow the same order: "Enfoque estructural" ('Focus on structure') and "Enfoque léxico" ('Focus on vocabulary') are often brief grammatical or lexical explanations followed by "Te toca a ti" ('It's your turn') and "Dilo tú" ('Say it'), which provide rather mechanical activities to practice the material presented. "Vamos a escuchar" ('Let's listen') incorporates oral input for listening comprehension usually related to the topic of the chapter. "¡Tú dirás!" ('You'll say it!') includes oral and written practice – personal questions, guided interviews and role-plays, and a guided personal journal. The fourth "etapa" comprises authentic texts, strategies, and exercises to develop reading ability in Spanish. "Por fin" ('Finally') constitutes the concluding set of information-gap activities, where students can find less-controlled activities. "Comentarios culturales" are little charts with cultural information which may be found in different parts of the chapter. The authors have also given emphasis to systematic and continuous review at different points within and between the "etapas". At the end of each chapter, there is a list of vocabulary with all the new words and expressions presented translated into English.

In contrast to the previous textbooks examined, *¡Tú dirás!* shows a gradual progression in the amount of English and Spanish employed in its chapters. An example of this feature is the language used in the directions for the activities, English in the first 5 chapters and Spanish afterwards. On the other hand, the explanations about grammar and communicative functions are consistently given in English, as well as all the pre- listening and pre- reading activities.

The Teacher E made regular use of transparencies and listening activities accompanying the textbook, in order to present vocabulary in context and provide students with models to develop dialogues in pairs and, less often, groups of three. Twice during my observations, the teacher played songs in Spanish with a guitar, and asked the students to sing along after his first performance. At the end of the observations, he began the lesson with one pair of students carrying out short dialogues in front of the class. In these dialogues, students were assigned the role of different famous Hispanic people who would exchange information about their respective lives and achievements.

"Interviews – Preliminaries"

Teacher A

First interview (August 28, 1997)

This interview was held a week after the beginning of the academic year in his school. The reason for this delay was a misunderstanding about the school calendar: in contacts with the principal and the teacher, I assumed that classes would begin at the same time as in my institution, when in fact they started a week earlier. At any rate, the interview was held before my first observation, what allowed me to avoid any interpretations based on my knowledge of that environment.

I arrived in the school around noon and met Teacher A at his classroom during his planning period. After a brief casual conversation, the teacher suggested moving to the faculty lounge, since it was the only area for teachers with air conditioning. The size of this lounge was similar to that of a regular classroom in the school – approx. 8 square meters. It was divided into two sections, one with a refrigerator, several vending machines, and a large table, and recorder, and outlined the purposes for this conversation. The language for the conversation was English.

A few people (5) entered the lounge during the conversation, and three of them spoke to Teacher A. In these cases I turned off the tape recorder, and waited until Teacher A was ready to resume our conversation. He introduced me to one of the teachers who, after noticing the tape recorder on the table, apologized for his interruption. The three of us talked briefly about my teaching position and country of origin, and then he left the room. The other people who came in the room spent a few minutes there, to buy a drink or pick up something from the refrigerator. The interview lasted approx. 35 min. After turning off the tape recorder, we discussed the final details for my observations and then talked about our summer vacation and other personal subjects for about 5 more min. Finally, I furnished the teacher with his journal and we discussed the guidelines enclosed in the first page.

Second interview (November 20, 1997)

I met Teacher A the same day of Lesson 11. On this occasion, the interview took place in his classroom, during one of his planning periods. The teacher sat in his chair behind the desk, and while I arranged the tape recorder, we talked about a physical problem that I had had for a number of days – a backache. I sat facing the teacher, and discussed with him the details concerning my last observations before the Christmas vacation, and the date for my collecting the teacher journal. Finally, I turned on the tape recorder after obtaining his permission, and asked him about his impressions of the course that I was observing. The conversation was in English, and lasted approx. 30-35 min., until the first students for his next class began to enter the room. The teacher seemed to be more relaxed in this

interview, perhaps because of the context, or the rapport established between us during the period of observation. His answers and comments were, however, brief and precise as in the first interview. At the end of the conversation, I collected the technical equipment and took leave promptly, to avoid interfering in the beginning of the subsequent lesson.

Third interview (June 5, 1998)

The last interview took place in his classroom on an in-service day. This circumstance turned out to be rather convenient in terms of avoiding interruptions during the conversation. When I arrived, the teacher was finishing his lunch while watching TV on the monitor above the board. As I arranged the technical equipment, we talked briefly about our plans for the summer vacation. Next, he sat in his chair behind his desk, and I took a seat in front of the board near a socket. I informed the teacher about my three main objectives – comments about the course, discussion about items from our previous interview, and impressions about specific segments from my observations –, and then I asked him for permission to turn on the tape recorder. The conversation was in English, and shorter than the interviews with the other teachers – approx. 40-45 min. including the stimulated recall. At the end, we talked for 10 more minutes of several personal matters. He gave me his teacher journal, and I took my leave after agreeing to keep in touch not only at a personal level, but also in relation to his interest in supervising student teachers from my institution.

Teacher B

First interview (August 29, 1997)

The interview took place one week before the academic year started. I previously had a meeting with the principal concerning the background description of the school. He was the person who escorted me to Teacher B's classroom. She was talking with a male student and asked me whether I would mind waiting for a few minutes. Once the conversation ended, she stepped outside and invited me to come in. We talked for about 10 min. about the situation of that student – trying to fit a Spanish class into his schedule –, and the last days before resuming our teaching. Next, the teacher showed me some materials that she had used to decorate the classroom – a couple of flags, some posters, and some tourist brochures, one of them with information about a trip to Mexico that she was organizing. We sat at two chairs near the door, I showed her the technical equipment for the interview, and finally had her sign the contracts for the schedule and confidentiality. The interview began after Teacher B gave her permission to turn the tape recorder on, and lasted about 50-55 min.

The room was quiet most of the time, except for a few instances of noise coming from outside, caused by students or staff in the hallway. This did not cause any major interruption in the conversation, which finished when the teacher announced that she did not have anything to add. With the tape recorder off, we talked for around 5 min. about the options in the contract for the research project schedule concerning possible

compensations in exchange for her participation. She seemed very keen to share materials and techniques to improve her teaching. The last 10 min. were devoted to reviewing the schedule for my observations and discussing the guidelines for the teacher journal.

Second interview (November 21, 1997)

I interviewed Teacher B the day after Lesson 9 in her classroom. The language of our conversation up to that moment had been Spanish, and upon the teacher's request, we continued speaking it during the interview. Even though the use of Spanish might have limited the information the teacher could provide me with, it might have also encouraged the teacher to elaborate more on her impressions about the class and the students.

After I obtained permission from the teacher, I turned on the tape recorder and introduced my objectives. Before talking about her class, the teacher emphasized my apparent status as an expert in the teaching of Spanish, and reminded me of her interest in my furnishing her with ideas and materials to improve her classes. At first, I felt rather uncomfortable with this development, and insisted on my lack of experience in a secondary education context, and on my plans to develop a group of Spanish teachers in the area. She seemed satisfied with my answer and started describing her impression up the classroom under observation. (Later in the conversation she brought about the same matter, and I indicated again the desirability of waiting until the end of the investigation.)

There were two interruptions, caused by the same person entering the room to collect the trash, and later to clean the board. The teacher addressed him a comment about my presence there, and I paused the recorder for approx. 3-4 min. At the end of the interview, we could hear noise coming from outside the room, apparently coming from a group of cheerleaders practicing in the hallway. The interview lasted about 40-45 min., and at the end we talked about the remaining observations that I was going to conduct, possible ideas for the future group of Spanish teachers, and some other personal matters.

Third interview (June 10, 1998)

The interview was held on an in-service day in her classroom. There were three interruptions, all of them before the stimulated recall. The first was caused by a school janitor coming in the classroom to clean the board, and the second by a teacher who had found some driver's manuals in Spanish and wanted to offer them to Teacher B. However, these interruptions were brief in comparison with the last one, when a mother and her son came to discuss certain behavior problems that he had experienced in one of the English courses taught by the teacher. I waited at the library during the meeting, which lasted approx. 45 min.

On this occasion, I asked the teacher to use English as the language for the interview, in order to make sure that she could express her opinions without any linguistic interference or restriction. Even though I was aware that this request might be a cause of

disappointment or doubt for the teacher, I considered it appropriate after going over the content of the second interview. Her initial reaction was in fact of disappointment, but she seemed to understand my reasons and used English thereafter. The interview lasted approx. 60-65 min. At the end I requested her journal, and after remaining silent for a few seconds, the teacher said that at that time of the academic year, she could not remember where she had kept it, and that she would look for it as soon as she had the time to do so. I asked her whether I could call her the following week to check if she had been able to find the journal, and then I left the classroom.

Teacher C

First interview (August 26, 1997)

This interview took place four days before the beginning of the academic year. At first, we were going to meet in her classroom, after my meeting with the custodian with regard to the background description of the school. However, the floor of the hallways was being polished, and the teacher suggested to hold the interview in the library. She introduced me to the librarian as a colleague of hers working in a nearby institution, and asked her whether we could talk there for a while. After a brief casual conversation between the teacher and the librarian, we sat down at a round desk near the entrance door. The librarian remained in a corner of the room at a distance of 10-12 meters from our position.

Besides some occasional noise caused by the polishing machines outside, we had three interruptions caused by people exchanging greetings with the teacher. I turned off the tape recorder once, when she introduced me to the art teacher, who in the past had hosted a number of international exchange students. This conversation lasted approx. 15 min. We were still talking when the 60-minute side of the tape ended, but then we talked about our respective summer vacations and other personal matters. Next, I handed her the teacher journal, and described the guidelines in the back cover for a few minutes. We stayed in the library for a while talking about the number of teaching staff for that year, new part-time teachers in the school, changes in some departments, etc. Finally, we arranged the time and venue of my first observation, and I took leave.

Second interview (November 11, 1997)

The interview was held on an in-service day on which we could avoid interruptions by students or other people in the school. As I was setting up the equipment, the teacher showed me some flowerpots with plants that she had placed in different areas of the classroom. Next, she told me about her sore throat, and how convenient it had been for her not to be teaching that day. Finally, we discussed the case of a male student who seated across from my desk during my observations. This student had a higher level than the others in Course C, but he could not enroll on classes at his level because of schedule conflicts. The teacher had made special arrangements for him to

work under her supervision with the same schedule of Course C. After a few minutes, I obtained permission to turn on the tape recorder, and finally I described the purposes of the interview.

The conversation was in English, and lasted approx. 55-60 min. At the end, we discussed a number of issues related to, first, working conditions for teachers in the USA and Europe, and second the general characteristics and situation of the job market in Europe, with emphasis on the opportunities that teachers may have once they finish their studies. We were then interrupted by a teacher knocking on the door. Teacher C introduced me to her as an instructor and a Ph.D. candidate from the University of Edinburgh, and that gave cause for a brief conversation about my personal and professional background for approx. 5-6 min. Finally, I took leave while the two teachers engaged in a conversation about administrative matters in School C.

Third interview (June 4, 1998)

This interview took place as well on an in-service day. When I arrived, Teacher C was putting her pedagogic materials and personal belongings in boxes. She said that the school requested the teachers to empty their classrooms every year, in order to have them cleaned or renovated if necessary. After a few minutes talking about this matter, I arranged the equipment for the interview at the back of the room, in the same area where I had conducted my observations. There were not any interruptions during our conversation, which was held in English and lasted approx. 65-70 min. Once I turned off the tape recorder, we talked a little longer about issues related to teaching methods and techniques. At this point, I had already collected the teacher journal and pointed out to her that my role as a researcher had finished. We took up again one of the topics of the interview concerning the differences between the North American and the European systems of education, in relation to issues such as violence, anxiety, and turmoil among adolescents attending institutions of secondary education. Finally, the conversation acquired a more personal tone sharing our respective plans for the summer until we said goodbye to each other.

Teacher D

First interview (October 12, 1997)

This interview was beset by a number of difficulties, the first related to changes in the school calendar set forth by the school administration: the academic year began a week earlier than the teacher had told me in our last phone conversation, forcing us to find a new date for the interview. The next difficulty came up after our conversation, and it was caused by a technical problem in the recording. The sound was not clear enough for me to understand the content, and therefore I had to ask the teacher whether we could arrange a new interview at his convenience. Because of these difficulties, I attempted to:

- Remind the teacher my position as a "stranger" in that specific educational and institutional context.
- Focus my attention on the topics and questions outlined for the interview while casting aside any impressions or comments based on Course C.

Both interviews took place in the classroom where Teacher D conducted his courses. After several attempts to find a convenient time, we met the fourth week of classes, during a planning period before lunch. Before turning the new tape recorder on, I reminded him about the procedures that I intended to observe, and asked for his permission to begin recording. There were not any interruptions during the conversation – approx. 45 min. –, nor was there any noise coming from the outside. Once I turned the recorder off, Teacher D made a brief comment on how he had perceived certain differences between the two interviews, but did not provide specific details. I gave him the journal, and then we established a final schedule for my observations. Finally, we had lunch together at the cafeteria of the school.

Second interview (December 10, 1997)

I met with the teacher the day after my last observation. He had finished teaching for that day, and was typing on one of the computers in the back of the room. While I was arranging the equipment, we talked about our physical and psychological conditions at that time of the year, a few days away from the Christmas vacation. Then, the teacher closed the door, we both sat down, and I began recording after obtaining his permission. The interview lasted approx. 40-45 min., and was interrupted once – at the beginning – by a student who came in the room without knocking at the door to turn in an assignment. The teacher spoke with her for less than 1 min., and she left the room. At the end of our conversation, the teacher declared his interest in eventually learning more about the objectives of my investigation. Then we talked briefly about the content of a course that I had taught that semester – "Methods for Foreign Language Education" –, and discussed possible ideas for workshops with the group of Spanish teachers that I wanted to develop after the investigation. The teacher indicated that he had written some entries in his journal, and I told him that I would collect it at the end of the academic year. Finally, the conversation centered again on the Christmas vacation, which for the teacher would mean hosting his aging mother not only during that time, but for an extended period. We agreed that I would call him by the beginning of February, and then I took leave.

Third interview (June 1, 1998)

This interview took place in a public library in the city where he lived. We sat in an area with little transit and near an electric socket. This environment did not seem to affect our interaction, and we were not interrupted at any time. As I was arranging the equipment, we talked about his last days of classes in School D. He had already turned in the grades for his courses, and was going to attend the graduation ceremony the following weekend. After he described briefly the characteristics of this event, we talked about our plans for

the summer. Then, I requested his permission to turn on the tape recorder in order to begin the interview, held in English for a duration of about 55-60 min.

At the end, the teacher gave me his journal, and I reminded him about the conclusion of his commitment to my project. Then, I showed him some copies of my retrospective analysis of his lessons, and described the meaning of some of the transcriptions. We devoted the last part of our meeting to talk about the books that we hoped to read over the summer, and the classes that we would be teaching the next academic year. We then left the library and said goodbye at the entrance.

Teacher E

First interview (August 21, 1997)

I interviewed Teacher E three days before the beginning of the academic year. At first, we talked about our courses for the new semester. This conversation lasted for a few minutes until I showed him the technical equipment for the interview. Next, I had him sign the copies of the contracts for the confidentiality and schedule of the research project, and finally I obtained his permission to turn the tape recorder on. The conversation was entirely in Spanish.

The building was empty at that time, which allowed us to talk without any interruptions. The interview lasted 50 min. approx., and at the end we discussed some details related to my position as a non-participant observer in his classroom. The teacher wanted to know whether he could address questions to me related to specific linguistic or cultural facts during the observations. I indicated that I would be available for any requests that would not imply to take part in group work. His next question had to do with the appropriate way to introduce me to the students, considering my position as an instructor in the same institution. Then, I informed him about (a) the equipment to record the verbal interaction, and (b) my physical position in the classroom. Finally, I turned the tape recorder off, and furnished the teacher with the journal. We spent more time in his office in order to discuss details concerning the courses offered by the Spanish program that semester.

Second interview (October 31, 1997)

This interview was held in my office upon Teacher E's request, and a few hours after Lesson 8. There were four interruptions caused by three phone calls and one person knocking on the door. All of these interruptions lasted less than a minute, and did not seem to alter the thread of the conversation. At first, we discussed the details concerning an activity sponsored by the Spanish Club for the following day. I then followed similar procedures to those for the previous interview; i.e., I first showed him the technical equipment to record the conversation; second, I asked for permission to turn on the tape recorder, and then I introduced the purposes of the

interview. I turned the recorder off after the teacher said that he did not have any comments or questions.

Third interview (September 18, 1998)

Our last interview took place with a significant delay – considering that Course E had finished by mid December 1997 – because Teacher E had spent the previous semester in Ecuador participating in a faculty exchange. Keeping in mind this delay, I gave more emphasis to the description of my objectives for this interview, the issues that we discussed in our previous conversations, and especially the context of the segments selected for the stimulated recall. The interview was conducted in Spanish, and lasted approx. 65-70 min. We met in my office late in the afternoon, when classes for that day were over. Mostly because of our regular interaction as colleagues in the same institution, the interview began right after I arranged the equipment, and apart from two brief phone calls, we did not have any other interruptions. Neither did we spend much time talking at the end, once I reminded him about the conclusion of his collaboration with my project. In addition, he had already given me his teacher journal before he left for Ecuador. We talked briefly about our plans for the weekend, and said goodbye to each other until the following Monday.

"Interviews – Quotations"

Teacher A

TA-1: (...) Since I arrived here the numbers have been almost doubled in the Spanish program. And I attribute that to my experience where-in Europe, in Spain, because I'm-that experience (gives) me the opportunity to bring in so much of my own personal experience in the classroom, and turn these kids on to Spanish.

TA-2: In my, in my, here at school the kids are good, the kids overall are good. Of course there are always a few students, but that's everywhere (2) My kids, I have mostly college-preparatory students who are going on to the university, my my students are very good, good students (.) and seem to be very eager to learn, very eager and enthusiastic to learn.

TA-3: The, I have no, almost (.) I'm not gonna say no ((laughs)) almost no discipline problems. I am a firm believer in a theory, or the book ((title of the book)) by Dr. X on discipline, which is a very direct, clear, concise e:: messages to students on discipline and correcting bad behavior at a: at the onset of bad behavior, correcting it. I have hardly any problems when it comes to discipline in my classroom. It's mutual respect, student to teacher, teacher to student (1). My expectations are high, whereas they have-they do not have an opportunity to play around in my classroom.

TA-4: I I'm a (3) that's sort of tough. I teach the way I was taught to teach by a::: an individual who had a doctorate yet was still doing his-he was still teaching in high school, he was still a high school teacher. Even though he has his doctorial degree, he's a Spanish teacher, I did my student teaching under him. He was a very direct man, as far as theories go (1) I know how I teach, I know what is successful for me, oral and grammatical, and high expectations is is the way to go, in my opinion, and group work, cooperative learning. As for all the theoretical jargon that is out there in the world, I think that each individual has his or her own way of teaching that is most successful for him or her, and I go with what I go with.

TA-5: If your expectations are high, and you want your students to achieve, and you will not take less than that, you're gonna be ok in the classroom, you're gonna be fine, and if high expectations coincide with student behavior, the higher your expectations the better students behavior will-should should be, should be. Some teachers have problems in that area, others don't.

TA-6: Respect, but as I said before, you always have one or two three students who are difficult, and those are the students you've got to, you've (got) to love and you've got to score and you've got to bring around where they should be, you know. As far as respect with students, teachers should respect their students as well as students should respect the teacher; if there is no respect there for each other, nothing can occur.

TA-7: Has my teaching changed? Yes, my teaching has changed, I've changed (2) m:: my teaching has changed in that I am getting a lot more covered because I'm a lot less stressed out than I was in the first two years of teaching. I've changed in the fact that m:: I have become more patient with my students, I've I've seen how or I've come to the understanding that all students don't learn in the same manner, and I need to be patient with the-with those students. I would say

that my my biggest growth is that I've become more patient, more tolerant of the different the different learning styles that students possess, which's helped me as well.

TA-8: The course so far this year for Spanish II is concerned is-has to be my best year a: I think the kids, the way the course is a: presented, the way I present the material (.) and my teaching style, I feel the kids, as you-as you can see, really respond really respond to me and enjoy my class. The course m: objectives I feel are being met in my course, and the kids are meeting them well. I really feel that I'm gonna be able to recommend most of these students for another year (.) of Spanish as far as the course goes ((I ask about this recommendation)). Yeah, some I will not! Obviously, there are some students that I will not recommend, there some I will (.). I don't know. I make that decision down the road. The jury is still out on some students, yeah.

((later in the conversation)) Very well to each other, and that doesn't happen every year. That's, you know, there really is not tension, I have not seen any tension, especially in that class that you observed. Every one seems to get along, there is no name calling, there is no, you know, "rough-housing" and you know, fighting, never. That's a good, like I said, that's a good, good class! and I've been lucky this year the whole year. My classes are good, they're all like that, you know, it doesn't-usually every year usually I have one class and I cannot say that this year.

TA-9: Discipline in the schools (1) in my opinion, I can see it almost every year (.) and that's not an exageration, almost every year going down a bit. Standards (.) discipline standards, not academic, discipline standards, I'm speaking about (.) expectations of how students should act are going down (.). And x to me, that that frightens me, that upsets me as a teacher but m: I I would have to see, me becoming more tolerant and a: disci-discipline is (.) some day abominable (1) and and I have the support of my colleagues on that as well.

TA-10: You turn the television on (.). Also, I will be bland with you (1) the break-up of the nuclear family where moms are working now. Kids are going home to nobody. Kids are getting in trouble because there is not adult supervision. They're allowed to speak the way they want, they're allowed to act the way they want. And this frightens me as well, because it's getting worse (.) but what do you do, it's hard, you know. Just like my wife and I, we both have to work, you know, but it's scary. When I was young, I went home to mom, everyday my mom was there and I think I turned out all right, but m: I really think these kids need, need somebody at home no matter how, if you have to sacrifice financially, in my opinion, in my opinion, it is it is critical. We are at a stage in this country where I feel it is critical. We are at a critical time period, you know, whether how our kids are gonna go, they're gonna up or they're gonna get worse. In my opinion, it's gonna get worse before it gets better. I don't know.

TA-11: That's why I try to interject activities, because it would drive you nuts. And you could see the kids love it. Kids love coming to Spanish class, you can just tell. They've they've told me they do, you know. And that makes me feel good. They got their Geometry, they got their Biology, Calculus. This is sort of a break for them, something different, you know, and that's good, that's what I like.

TA-12: Family, support, both emotional support as well as financial support. If I didn't come from such (.) a good family, good parents and strong beliefs in education, I wouldn't be here. There would've been no way I could have gone to Spain. Finan-no way financially. And my dad has worked very, very hard and my dad is a blue-collar worker. He's not a doctor, a lawyer, he's

a blue-collar worker, and he worked overtime for years and he has sent two kids to college. I would say that is-has to be definitely one of the biggest influences. The biggest motivator is my parents, are my parents. And they still are today with things in life. It's funny, it doesn't stop, it doesn't stop. But other than that, I would say my parents, you know. Like I said financially, emotionally, and my teacher in high school and simply the love of the love of Spain and Spanish culture has driven me to teach.

TA-13: (...) But when you're dealing with teenagers, that's hard to drill into their heads. Because image is everything to their peers (...) Spanish II students, tenth graders, most of them are just starting to date, you know, being interested in in girls, and then boys, and sometimes I feel Spanish is the last thing on their mind (...) And plus you gotta take into consideration also that's that's an age where, you know a:: there can be, sad to say, starting to experiment with alcohol and drugs, you know, I see a lot of (.) warning signs. Sometimes students coming in and they're very very sleepy, and tired and (.) You know, and as an educator I have to realize that, yes, Spanish is very very important to me, and their learning Spanish is very very important to me. However, these children, Manel, are dealing with (.) sometimes things that I can't even imagine.

TA-14: These students are gonna have to make choices, whe-when they're out. This is a very minor, small choice in the world, if they can't make this choice, then there's a problem. And I try to let my students make choices, because that's what life is all about, is making choices (.) Not having someone else make them for you (...)

TA-15: Like I said, I'm trying to become more patient, more tolerant, however you still do have to maintain (.) standards, and expect expectations (sic) of students but m: as far as being tolerant of students, let's put it this way: I'm trying. It's hard for me, because growing up I always knew where what was expected, and I didn't astray from those expectations. And it's carried over into my adulthood, and into my teaching, and sometimes I am too rigid, and now I'm starting to realize I'm too rigid. And I'm working on it, and (.) it's working out well.

TA-16: There's a limit to what I'll deal with which there has to be, and m:: let's put it this way, my limit has, has, grown larger over the years, my limit was not too much, let's put it that way, very small, when I first started but as, you know, I have developed a reputation here at the high school, I have been able to let my hair down, so to speak, a little bit, you know, and word of mouth, brothers, who now have brothers and sisters coming through, know what's expected.

TA-17: You know, I didn't like it. When I was their age, if I'd feel, you know, you know, let's be honest and in level II, you're not too proficient, let's be honest. And when you're not too, too good it's something, sure, there's fear involved. Because you feel embarrased, and that's what the biggest challenge is as a language teacher, is having kids just open up and say "don't worry about it, you're here to make a mistake, that's fine, but you're here to learn, and the only way to learn is to make mistakes."

And some people don't like to work with anyone. They're better solo workers. That's fine. I wouldn't want, a a as a student, I would not want some teachers saying, you're gonna work with someone, and that's final. Maybe I do my best work alone (...). If that's their personality, more power to them.

TA-18: Yeah, I do, I always have done that. Back up my Spanish, on level II, Spanish with English. Because basically that's what my, that's what my high school Spanish teacher did, and it just helped. I get I hear the Spanish and I hear the meaning right away, and I wouldn't even think about it.

TA-19: They need, they need to know that [name of the teacher] thinks that they are doing a good job, even sometimes when the performance is mediocre, I try to throw in a "muy bien pero," ok. Very good, good try, we can work on this together, gang, togetherness. m: You have to be positive, not just in Spanish, in education. Because it's so easy to lose the kids.

TA-20: I didn't become angry. I almost became angry at first, you could hear it, and then I realized how it was, of course, there's only four of them (...) It would have been the kid behind him, I probably would have ((laughs)) probably, 'cause he, he's one of those students, you always have one of those students, that gets under your skin a little bit. But he's a good kid too, you know (...) I was getting ready to become angry and I realized who it was and then I sort of made, I made a joke and used humor. Humor to cover it up.

TA-21: You just keep trying, ho-hoping something's gonna click. That's about it (...). We are, whether it's Spanish, or math, or phys ed [physical education], or business. We all, we're all here going through the same thing. And don't let anyone tell you any different, because if they're telling you any different, they're lying to you. We're all here together. I have my problems, they have theirs. But we all have certain problems. There is no perfect class. There's no perfect day.

Teacher B

TB-1: Oh, directly related, the the ones at Shippensburg-workshops that I took at Shippensburg were for foreign language teachers, and they specifically gave you a: portfolios filled with ideas a:: folders filled with ideas for the cooperative learning a: practices for games (.) for learning decorations to put in the room, and ideas for (1) all kinds of teaching experiences, so I felt they were very good.

TB-2: I'm gonna have to plan a little bit of reviewing for all of my classes that are advanced, the second and the combined third and fourth. Just to see where they stand, what they miss. They had no books, they had workbooks last year, so I have some nice textbooks for them, and we're going to zip through them with the upper levels and take them at a nice pace with the beginning classes, so that they don't don't have any gaps.

TB-3: My lesson plans would otherwise follow the sequence [that] it's been given by the textbook. Along with it I do a lot of extra skits, we are famous for skits, and these are not read skits, these are memorized skits a:: one of them is in a store, purchasing things, another is just meeting people on a street (...)

TB-4: So, I I think we have a very nice, nice group of students, some of them are kind of of sheltered in that they haven't left the area, but then there are others who have transferred here from other areas and realize how much Spanish is spoken and needed, so I think all the ones I I have signed up because they're enthusiastic about beginning Spanish, so I'm I'm happy with that.

TB-5: I would say it has [changed], in that I find I can include incorporate the culture everyday. I used to think "oh, you have to set aside time for (.)" naw! Everything works together beautifully, and if you keep mentioning things, so if they come second nature to them, I usually have said things that they've never heard of, and all of the sudden these things become part of the vocabulary a:: so suddenly they're picking up the words, the vocabulary for a number of things that they may see later, and that's is fun.

TB-6: I try to be very fair, so they all know what the assignment was, and why, if it's not done, they can't progress without that knowledge, and M; I require them to go back and and if they miss words they're to write them five times each (2). So, it pays to study the first time because you won't get away with being a:: 'perezoso' ['lazy'] ((laughs)).

TB-7: Con el segundo año, esta clase m:: (1) en (.) comparación no saben mucho porque el año pasado m:: usó o usaba las películas y estaban aquí sin libros y ahora tienen que aprender vocabulario del primer año ahora, y es difícil y hay más trabajo este año y::: pero los estudiantes están estudiando, está bien, y m: están aprendiendo, yo creo, espero.

((translation)) With the second year, this class m: (1) in (.) comparison they don't know much because last year m: [the previous teacher] showed or used to show movies, and they [the students] were here without books and now they have to learn first-year vocabulary now, and it is difficult and there is more work this year and::: but the students are working, it's ok, and m: they are learning, I think, I hope.

((after mentioning a general improvement due to using a new textbook)) No tengo problemas con los estudiantes. Hay dos menos de antes, ¿sabes? Dos a: no querían m:: tener la clase porque recibieron una nota mala, muy mala, y no podrían estudiar o algo. Pues y es mi clase a: más pequeña, pues, y a: hay estudiantes de diferentes niveles pues a:: hay dos que recibieron una nota mala, "D", y a: cuatro con "A" pues, depende. Hay una mezcla de habilidades y talentos.

((translation)) I don't have any problems with the students. There are two students fewer than before, you know? Two of them did not want to take the class because they received a bad grade, and they could not study or something. So, and this is my smallest class and there are students of different levels so a:: there are two who got a bad grade, "D," and four with "A" so, it depends. There is a mixture of skills and aptitudes.

TB-8: ((after talking about the last graduate courses she had taken)) y no tengo bastante tiempo ahora, e:: voy a tener más tiempo. En el verano, ¡sí!, yo puedo tomar dos o tres cursos o clases, pero ahora es muy difícil. Cuando yo voy a casa, a: estoy muy cansada después de un día con siete clases. No tengo un descanso hasta la séptima clase del día, y tenemos solamente 30 min. para comer, y si hay una-un estudiante que tiene una pregunta yo tengo qué 20 min. o menos, depende. Es difícil. Cuando est-yo estaba enseñando en la escuela católica católica, sabes que tenía cinco clases y nada más.

((translation)) And I don't have much time now. I'm going to have more time. In the summer, yeah! I can take two or three classes or courses, but now it is very difficult. When I go home I feel very tired after a day with seven classes. I don't take a break until the seventh period, and we only have 30 min. for lunch, and if there is a student with questions I have what? 20 min. or less, it depends. It is difficult. When I was teaching at the Catholic school, you know, I had five classes and no more.

TB-9: Yo puedo ver con el uso de este libro que los estudiantes m: hacen más trabajo y pueden hablar mejor, y a: (.) pues a:: depende (.) con la demostración que vamos a hacer (.) después de

hacerla todo el mundo puede, debe, debe m: saber las direcciones y a: nunca pueden perderse ¿verdad? (...) Y a: voy a seguir m: las lecciones en el libro y también añadir cosas como "Las muñequitas" y la demostración con la piedra y la caja y otras cosas, y vamos a cantar m: "Cielito lindo" y a: cuando (.) tenemos una una fiesta para la Navidad aquí, vamos a hacer una piñata, pero no vamos a hacerla durante la clase, no hay bastante tiempo, y ahora estamos estudiando la cultura también, pero los papeles aquí están escritose you feel

m

barrased, and that's what the biggest challenge is as a language teacher, is having kids just open up and say "don't worry about it, you're here to make a mistake, that's fine, but you're here to learn, and the only way to learn is to make mistakes."

And some people don't like to work with anyone. They're better solo workers. That's fine. I wouldn't want, a a as a student, I would not want some teachers saying, you're gonna work with someone, and that's final. Maybe I do my best work alone (...)e, we are going to make a piñata, but we are not going to make it during class, not enough time, and we are now learning about culture as well, but papers here are written in English.

TB-10: ((My question about classroom environment)). Es mejor ahora. A veces (.) hay hay problemas, depende, ahora es mejor. Tú puedes ver la diferencia esta mañana, también. Todo el mundo está contento, sí, pero antes hay problemas, a: hace un mes. Cuando tú llegaste con la máquina, a: tenía estudiantes aquí con actitud, actitud, problemas. Bueno, en broma. Pero ahora son mejores, creo. Sí.

((translation)) It is better now. Some times there are problems, it depends, now it's better. You can see the difference this morning. Everyone is happy, but before there are problems, a month ago. When you arrived with the tape recorder, I had students here with an attitude, "attitude" with problems. Well, I'm kidding. Yes. But now they are better, I think. Yes.

TB-11: Estoy tratando de cambiar mis métodos, como todo el tiempo quisiera escribir la tarea en la en la pizarra y antes discutir la tarea, y también a: quisiera dar las direcciones a:: claramente antes m: de darles (.) una tarea y a: también quisiera hablar más con la clase m: en general solamente en español ((brief interruption)). Y ellos pueden comprender más. Doy las direcciones en español y antes de ahora "¡Qué horror!" a: me decían, pero ahora es mejor, ellos comprenden las direcciones ahora, y también las preguntas que yo pregunto cuando empieza la clase. "¡Ah! ¿qué tiempo hace?", ellos miran por la ventana allá, y "¿cuál es la fecha?", y ellos tienen que pensar porque antes de ahora a ellos no sabían nada, el vocabulario de estas preguntas y ahora ellos comprenden más. Sí. Hay una diferencia en a: (.), m: bueno en los sentidos, yo creo, de los estudiantes. Sí, y ahora tienen la la confianza.

((translation)) I am trying to change my methods, like I would like to always write the homework on the board and discuss it in advance, I would like to give directions clearly before assigning them the homework, and I would also like to speak more with the class in general only in Spanish. And they can now understand more. I give directions in Spanish, and before "how dreadful!", they would tell me, but it is better now. They understand the directions now, as well as the questions that I ask at the beginning of the lesson. "How is the weather like?," they look out of the window, and "what is the date?" They have to think because before they did not know anything. The vocabulary of these questions, and now they understand more. Yes. There is a difference in, well, the senses, I think, of the students. Yes, and now they have confidence.

TB-12: Sí, depende. Hay (2) ideas diferentes cada año, bueno y m: a (.), antes de ahora, hace m: probablemente 8, hace 8 años, la idea importante era era "todos los estudiantes deben hacer todo en grupos," toda la la enseñanza en grupos, pero depende en el grupo y la clase. Para mí, yo puedo

usar grupos con unas clases y no puedo hacer a la misma cosa con las otras clases depende en la combinación, la mezcla de estudiantes y a: la las habilidades que tienen, y ahora prefiero usar pares.

> ((translation)) Yes, it depends. There are different ideas every year, well, and before, probably 8, 8 years ago, the relevant idea was "all students must work in groups," all the instruction in groups, but that depends on the group and the class. To me, I can use groups with certain classes, and I cannot do the same with the other classes, it depends on combination, the mixture of students, their skills, and now I prefer to use pairs.

TB-13: It's all falling into place, and the kids are used to me now. You see, they didn't have to work last year, so they resented it, here's this ogre who makes them study and actually gives them bad grades if they don't study.

TB-14: I've slowed down, with a:: how fast I go, with vocab and things. I take it more in pieces. And I have them learn more of those short dialogues, so that it all flows together, because I find they have trouble putting sentences together. And a: we're doing, I like the the verb replacement, so that they use the verbs correctly, a: and so I'm giving them words or sentences with that.

TB-15: I had a wonderful teachers' in-service day where they said every student learns different in a different way. And my kids learn from hearing it. Some have to see it written on the board. This kid gets it written, hears it, practices it, and then he has it. But I have, you know, I have four kids (.) my own, and I didn't know they were extra-smart until they got older, you know, I thought they were normal kids, then I find out later that other kids don't learn that way, just by hearing it. And good memory then (...) They have to have two or three different ways. The visual, the oral a: the practice, the going with a partner. Everything.

Teacher C

TC-1: Ha! (.) What they tell you just doesn't always work. And I think, when I look back at (.) in the college, the classes that I had (.) the two women that I learned the most from in my Spanish classes have been teachers in public schools ((describes their background in detail)). We learned a lot from them, because they could-they could tell you actual things that had happened, and how to handle them, and how you would handle them. We had, we had methods classes, and I don't think any of those people had ever been in a public high school. They were going strictly by the textbook, and what textbooks say, when you deal with little kids, does not just doesn't work (1). A lot of things you just need to use your own common sense, and I think the older we get the better you are. And I think too, I have four children, four boys, and I think sometimes if you have family, if you have your own kids, then you see them going through all the stages and you-it's kind of a trial, because you know what worked with them might work with high school kids.

TC-2: I don't have-for the most part I think those of us who teach foreign languages are really lucky in that we don't have, we don't get everybody (1). We kind of get the cream of the crop. If, and you can't always count on that, but we get the better ones, because then we are not like the English teachers, where everybody has to take English, or the science teachers, where everybody has to take sciences. We are dealing with kids who have-kids who have chosen (...). We get some who have been put in a:: but we don't get m:: real problems. When I listen to some of the other people talk, and I think I'm very lucky in what I teach.

TC-3: We have, we're supposed to have lesson plans done with three days in advance. And I always do have lesson plans done m:: I like to do mine a week at a time, because we always did ours in a weekly basis, and I'm still tuned into doing then in a weekly basis. And I think I kind of think in blocks of a week: "in a week I'd like to get this done, I'd like to cover my chapter in two weeks.

TC-4: I think a lot of, a lot of what I do, because I've doing this for so long, and you've done this for years and years and years, you can think real quickly and you-you can think "Oh! It's starting to drag. I'd better speed it up!" I I really try to stay tuned to them, and also "Am I boring them?"

TC-5: I'm not terribly straight, it's it's relaxed, I think it's fun, it must, they must like it because they'll-a lot of them would say to me: "you know? I really like you, and I like your class but I hate French, or I hate Spanish," so they don't mind the class, and m::: I I don't know how much, I don't know how much they really use-I I don't know how much they really learn that they'll be able to use it. I'd like to think that they are picking up on this, with all this drilling and all this work.

TC-6: They would not, they wouldn't work if I said "ok, let's work in pairs," "I don't wanna work with her." And they would say it right out: "I don't wanna work with her, I don't even care what she thinks I think," "I don't care if she knows 'cause I don't like her." And I don't have any of that from these kids. If I said "work with the kid beside you," "work with the kid in back of you," or "you come over and work with her because she needs a partner," they don't have a problem, so that worked well that way. They get along well, which makes it a lot more pleasant to get up every morning and come down and work with them, to teach them.

TC-7: We Americans just have, and I think we talked about that, we just have this attitude that "Let the world speak English," "Let the world learn English." Everybody in the world learns English, everybody knows English," "English is supreme, we are supreme, we cannot be defeated."

So they [the students] are not they are not going and they don't think they'll go anywhere, they don't think (.) they'll even get to travel (.) which really, you know. And I've said "But even if you stay here, if you're in the medical profession and you are in the legal profession even if you're a secretary in the offices you may have Hispanics (...), but doesn't sink in 'cause they're only 14, you know.

TC-8: So, a lot of patience, a lot of humor, a lot of really "being on your toes" 'cause sometimes you have to think real fast, especially on those times whenever what you think what you think what you wanted to do would take a half a hour and it doesn't, or and then you think "oh, real quick!, what am I going to do to fill in because these kids can't sit here for 15 minutes doing nothing." So you have to be ready, and I think that comes with experience, the longer you teach you get better at that. And a: with with being willing to admit you're wrong, you know, so that's about, that's about it.

TC-9: I don't want them to think I'm praying (.) but sometimes (1) sometimes I think they think (.) maybe nobody cares about them 'cause we have a lot of them (.) anymore this is America's kids, there is a lot of people who don't care (...)

So when they come in here it's kind of like is real confy it's kind of like family, it's kind of like home. And I think if they're relaxed and they know (.) that I'm not hassling them then maybe they'll speak out more, 'cause I remember our high school Spanish class and I I loved Spanish

and I really liked my teacher, but she was very strict and I can remember feeling kind of like on the edge of my seat "am I saying this right? Am I, is this gonna be right?" And and I don't want them to feel that way, but I know some of them do, just because they don't they are uncomfortable with doing this in front of their peers.

TC-10: We are caring and yet we are the ones that the public says "It's those teachers." If anything happens, "it's the teacher's fault." If there are big big pay raises, "it's those teachers." If taxes go up, "it's the teachers." And some times I've heard people say, they are almost ashamed in this area to say they teach, you know, and we shouldn't feel that way. And that's that's factors beyond our control, but we do feel-you begin to feel as though you're not appreciated, you know, and why bother? And that can take its toll after a while. Yeah (4) Oh,that was heavy!

TC-11: I don't have the problems that other people do, thanks! I'm still getting the better kids who do kind of "I wanna be here." ((describes several cases of confrontations between other teachers and students)). But I don't have, I've never had a kid threatening me and I've never had a kid swear at me, and I've never had one even pretend that he was gonna lay a hand on me or her because it could be females, so I'm very lucky in that. My mostly, mostly, mine is a, if I have discipline problems they are mostly I would say verbal: "You can't tell what to do" or "I'm not gonna do this right now" (...).

TC-12: I think is (.), just it's such a disappointment for me because I think I went over and over, it's not difficult, I practised with them, I checked pronunciation, I gave worksheets, I gave quizzes, I pronounced the words, I said "yes you can do this, yes you can do this." I'm not gonna tell them "you can do this," from now I'm gonna say "well, maybe you can't" (...). There is just no excuse for it, and it's so, it's distressing, and I think it's almost a depressing thing because I think "what am I doing?" and "what am I doing wrong?" And then I think "no, it's not me, it's them."

TC-13: When I was in school it was boyfriend problems, or "my mother's mad at me and she grunted me, but if I scratch the kitchen floor, she'll ungrunt me." Now they've got, they've got parent problems, they have split-home problems, drug-addiction problems, alcohol problems, violent-boyfriend problems, they've got a whole a whole lot of things, and we're, we have to deal with this all, you know?, how are you supposed to teach them anything when their lifes are in such turmoil?

TC-14: I thi-I think we have got to heal, if if American education is gonna survive, I think we've got to heal all of these social ills that we have, but I don't know how you do that (...)

TC-15: There are days when I know "this is the perfect day just to put vocabulary words on the board," because it's mindless, they don't have to think. Friday afternoons are real good for that, and Mondays, because they're not awake, or the day of a holiday (...) It's a good day to have them write a translation out, because they know I'm gonna grade it, they're not allowed to share answers, so they don't talk, and keeps them in their seats, and they know they have got to get done, so it keeps them seated, writing, and their mouth shut.

TC-16: They can understand me because they're used to me, and I, and I know what vocabulary they had, so I'm working in that framework with them. I'm not doing extra, like a normal person would do with them, you know? Because I know what they know, which sometimes I think maybe that's not good, maybe we need, maybe I need to branch out, use other things with them, but I tend to stay right where they are.

TC-17: I don't know how some people (.) some people teach classes, not language classes, some people teach classes where kids don't talk, a: maybe a history class, I mean, there is some talking, or maybe an algebra class, those kind of things, but I think with language, they come in in the first day, it's listen and repeat, ask your neighbor, tell your neighbor, tell me, talk talk talk, they don't know when to stop (.) that, and I think I wonder is it me or is it just the nature of what I teach?

Teacher D

TD-1: When I interviewed for this job and when a:: and when I have a:: I don't know which direction I'm going in sometimes give her a call and say, you know: "What should I do, what what do you suggest I do about this?," and she always has answers or else can give the name of someone who can help me a:: is a teacher in the New York school system.

TD-2: Oh! It has its ups and downs (1) At first I was very I was very excited about it, because I thought: "Well, this will be a way that I can learn that I can in-explore Spanish more, explore some literature through, I teach ((describes his courses)). So I was very excited about it, and and, but I didn't know I didn't know much about language instruction, about classroom instruction, so so that that enthusiasm carried me for about to Christmas or so, and then after that ((laughs)): "Oh my God!, where have I got myself into?" m:: because, you know, things (1) you know, there so many dynamics in the classroom, from behavior to in high scool teaching to a: to the curriculum, you know, and how you present the lesson, what homework you give, and how you test and those all different variables (...)

TD-3: Since a:: this summer I was told that that m: that I should prepare students in my Spanish IV class for the Advanced Placement exam, that changed my focus completely and a:: and there I realized I really had to teach, had to work on the four skills as much as possible and (...)

TD-4: I'd like to, I would like to do more a: do more extra curriculum things (...) I'd also like to a:: be able to bind it more in terms of, say, explaning grammatical terms and so forth a::, but that's not something that I know a lot about. I don't I don't ((laughs)) I know how to speak Spanish fair-fairly well a:: in terms of speaking properly, but a:: I don't know I don't know the ri-the rules that much, and that part is difficult for me.

TD-5: The American students at the school are a mixture of a:: strong academically to students with learning disabilities, a:: or attention deficit problems, things like that, so there is also a mixture, and they try to they try to a:: to to have in at least at the levels 1 and 2 to have a: A-track students and B-track students, A being the more focused academically and B being the ones who may have learning disabilities, but language gets gets last choice in terms of the scheduling so I often I can't count on I can't really count on having all my students (...) There is diversity of personality also, and sometimes that comes into play as much as a::, you know, your academic achievement and so forth (...)

TD-6: I consider myself very much a beginning teacher, so in terms of classroom atmosphere the teacher creates the class atmosphere to to a large extent, I think and m: as I'm as I'm getting more at ease with a:: teaching and with the subject matter a::: I I hope that I want I I, I mean, I

think the the learning language should be fun, it should, you know, you should work but it should as well be fun (...)

TD-7: In a way I dread it, because I'm I'm, you know, you feel you're away from the school, you're teaching seven days in a row or or, let's say if you have seven and five, it's thirteen days you're here at the school, thirteen days in a row, so that's kind of that's kind of heavy. But I also like it because I get to know the students better, you know, and so you sometimes you're just waiting and hanging out or a:: so it's it's m: I like it in that respect, in that you get to know your students more.

TD-8: m:: I think the course is going quite well now and let's see I think (.) two factors contribute to this a: one is that a:: the course in the beginning of the year I was using two books and we were going very slowly a: I decided to use one book and have the other kind of this back-up. So the grammar book is back-up now and the main book I'm using is "Spanish for Communication 3" and m: so there is a better focus and I think that I think that helps me and and I think the students will make more progress that way I think we were going way too slowly before and also my my approach wasn't defined enough dividing, you know, the approach between one, on the one hand grammar and the other hand a:: sort of a conversation-based you know based approach to teaching and (.) learning. So I think that's going quite well.

TD-9: I'm for-I'm fortunate to have a: some good students in my class and a: and, which leads me to the other ((smiles)) conclusion that I've drawn, which is without [name] one the girls who began the year and then had to leave the school I think the the class runs a lot more smo-smoothly also.

TD-10: Well, at the beginning of the year I asked this this this class why they were taking Spanish and (.) some, well at least one of the students said "because it's easy" and m: some students just do (.) a: kind of do a minimum of work (2) m: I don't think any of them any of them is really goofing off, I mean there is [name] the youngest one, who's who's been absent for a long time, she has a lot of work to make up and she's probably the most behind, then there is another student [name] who was, who who is the one who said it "because I thought it was an easy course," I think she's coming off very well.

TD-11: It changes sometimes, it changes ((smiles)) from day to day. I think that's part of who I am also m: but sometimes I feel a: good about teaching and sometimes I feel that a: I wonder if this is a: (.) I don't know (.) if this is the right profession for me, I don't know, you know, so so sometimes I I I have my doubts again I think that's the kind of person I am and (1) I certainly think that I have a lot more to learn in teaching, you know, I still consider myself to be relative beginner (.) m: (2) and I'm I'm quite an introverted person, actually, and sometimes it's a: difficult that's it's for me to, you know, teaching is anything but being introvert, sometimes, you know. When you teach you have to be out there you have to be responsive and sometimes that's difficult for me m: sometimes I really have to work at it and sometimes I succeed in that, sometimes I don't.

TD-12: I think "Spanish for Communication" is more memorizing, so in a way I think it's more-I think it goes along more with the natural way of learning, of that you learn language (.) and the children learn language for example when they are growing up m: As far as (.) presenting a rounded a rounded kind of round preparation for example for Spanish Advanced Placement exam I'm not sure m: again I m: for one thing a: I only have two (...) This is only my second

year using this textbook so that means that only in my Spanish three two classes took this year have the benefit of starting with 1 and going up to 2 and I think that's part, that's an important part of that approach because it's cumulative, you know, you begin with these phrases and they then you gonna expand upon them, so I won't know until next year when I see how much Spanish three students do who began with that book, how prepared they are, and how easily they branch off with other areas. I think it's still "Spanish for Communication 3" I think is is fairly limited, but a: that's why I wanted to do some literature and some other things m:: so m:: (1) But I think, I think from what I've seen it's the approach it's an approach which I feel most comfortable with and and so I think I'll continue with that for my Spanish three class next year. That isn't to say that some time in the future I won't find something better or find an approach which I think is better.

TD-13: I find it [classroom atmosphere] easier with the beginning classes than wi-than with the more advanced classes. I don't know-I think it's partly the size (.) I think that's one contributing factor it is that here in this school advanced classes tend to be fou-five from five to two students something like that. Last year I had two classes with two students three-classes of Spanish three and four, and m: I find those difficult. Also, the goals for me anyway as a beginning teacher the goals aren't quite as defined, or I haven't worked out the goals as carefully, but it seems it's kind of an amor amor-amorfous situation where you, you know, you m: you kind of take into account or you you hope that your students know some of the (.) basics of grammar and then can branch off and use the language in a mo-much more wider capacity and a: and so the whole the whole sphere what you wanna do with your class changes and it's a: and (.) so I think that also is m: it's challenging in terms of creating a class atmosphere.

TD-14: The five students in this class? a:: I think they they (.) get along quite well. I don't think there are any real problems m: They are kind of set with their partners now and (2) m: it might be it might be a: beneficial to change those around somewhat, I don't know (.) usually if par-if it works, I just stick with it but a: that isn't to say maybe different partners will create a different dynamics of the class, I don't know.

TD-15: As to the course, it's it's it's hard to know how much the kids got out of it, you know. m:: and I'm debating what m:: what book what textbook I will use next year, and also what methods I'll use in the classroom. It's funny, with the smaller Spanish I and II classes, I feel more secure in my approach and m: and with the Spanish III class, at that point, it's a it's a point of a: taking what they know and expanding it another level, really.

TD-16: Whenever I, somehow, whenever I, whenever I talk to ex-experienced teachers, a:: I don't know, I think that I really need to, to get more feedback and more, and learn more about about methods that other teachers find that work, and so forth.

TD-17: I I think that you're-you're always learning, so. I don't I don't think there is any point, I don't know, may be there is a point in which you, which you, which you really m: do (.) kind of an optimum, m: optimum master teacher who can give students all students as much as he or she can. Because I think teaching is something that's always evolving.

TD-18: I enjoyed having the class, and m: (.) one of the things I hope will happen is m: I'll I'll, I think (.) is that I'll loosen up a little with the with the students, and (.) m: and like I said, it's

part of being a a a part of (.) the process of of learning about teaching, and, and getting better at what you do. It's feeling more a:: more secure and more a: about your teaching.

TD-19: You you small classes you, you, it's it's very it's very personal experience, and it's hard to, it's hard to be, I think it's hard to be, you know, a teacher m: and to a certain extent a (.) I mean to, to a; (.) in high school to a certain extent, a disciplinarian or or, you know, someone, you've got you've got to oversee and and and lead the students in the right way at the same time as having this personal kind of a: atmosphere.

I think in, probably an important part of being a teacher is being able to, I think part of what you do is to act when you're up there. Yeah, I think you know, and (.) the (1), you know, for the a: things are always going on in one's personal life, and you don't want to take those to school so I think that, that (.) m:: on the one hand you wanna be human, you know, you'aren't, you can't you aren't always the same, but on the other hand, I think you have, there's there's a point at which you have to, you have to, to a: to (.) sort of (.) you have to be there for the students, and put you own personal things aside.

TD-20: I I think part of it is that, that I want to (.) I guess I'm striving for, for a kind of, better rapport with the students, and and and because they speak English, English is their native tongue, and I, and, therefore I I speak English with them, to kind of com-to have a more direct communication. But I don't think that's, that's necessarily a:: the best way, you know.

TD-21: And now that I think of it, again there's the issue, when I look, here's Spanish and all the rest is English. And m:: when I think about that, I think that that it might be hard to do. that would have to be done in English. Because they don't, they don't speak, a: they wouldn't understand, they they might not be able to communicate. It's their ideas, a:: or understand the ideas, in a con-context like that in Spanish m:: (1) I don't know.

Teacher E

TE-1: Pero creo que en términos generales e: al al hablar sobre la relación entre la teoría y la práctica bueno siempre me me he considerado bastante e: ecléctico en cuanto a lo que lo que hago y cómo lo hago y:: me me interesa la teoría en la medida que e: puedo ver e: las aplicaciones concretas a la enseñanza.

> ((translation)) But I think that in general e: about the relationship between theory and practice, well I have always considered myself quite e: eclectic as far as what I do and how I do it and (.) theory interests me as long as e: I can see e: concrete applications in teaching.

TE-2: Bueno e: busco entonces un libro de texto que me parece que que:: pueda facilitar esos esos ob-esos objetivos x, y ahora tiendo a pensar mucho más en los los objetivos que que:: se han establecido allí en ACTFL ¿no?

> ((translation)) Well e: I then look for a textbook that I consider that that can facilitate those those ob-those objectives x, and I now tend to think much more about the objectives that that have been established by ACTFL, you know?

TE-3: Para mí creo que es fundamental que se que se establezca en el aula un ambiente e: y no es tanto la informalidad sino más bien un ambiente de confianza (.) porque, claro, e: eso de por un lado comunicación en sí misma es difícil y requiere ciertos riesgos, y hacerlo en una lengua extranjera, bueno, eso multiplica la la la dificultad y el riesgo para los estudiantes (...) Entonces e: con con la la clase y esa relación, quiero hacerlo de una de una manera, quiero ser muy personal con los estudiantes, y quiero que ellos se sientan cómodos ¿no? que ellos se sientan libres para expresar sus opiniones, que yo no estoy juzgando ni e: el contenido de sus opiniones políticas o lo que sea (...)

((translation)) In my opinion, I believe that it is essential to promote an environment e: and that does not mean informality, but rather an environment of trust (.) because, of course, e: that particular idea of communication by itself is difficult and requires certain risks, and doing so in a foreign language, well, that multiplies the the the difficulty and the risk among the students (...)., Then e: with with the the class and that relationship, I want to do it in a way, I want to be very personal with the students, and I want them to feel comfortable, you know? that they feel free to express their opinions, because I'm not judging e: the content of their political opinion or any other thing (...)

TE-4: Y claro, yo sé que yo, yo tengo mi propia mis mis propias ideas sobre la la cuál sería el lugar del español, de las lenguas extranjeras en un programa un programa de artes liberales aquí a este nivel. Pero creo que en términos generales, la gente apoya lo que hacemos, ¿no? en principio, pero en la práctica a veces, cuando se se entra en esa competencia de prioridades y de recursos, entonces no, a veces no no se se llega a convertirlas el apoyo, bueno el apoyo como decimos el apoyo moral, el apoyo concreto.

((translation)) And of course, I know that I, I have my own my my own ideas about the the what the ideal position of Spanish would be, of foreign languages in a program a program of liberal arts here at this level. But I think that in general terms, people support what we do, you know? At first, but in practice some times, when we get into that rivalty concerning priorities and resources, then no, some times they they don't transform the support, well the support as we say the moral support, a specific support.

TE-5: m:: en términos generales estoy, estoy:: contento con el progreso de los estudiantes (.) e: me parece que, bueno, al principio había varios muy despistados ((a phone rings)). Bueno, como como te estaba comentando, me parece que al principio había varios algo despistados ¿no? Que no realmente, que no entendían cómo estaba organizado el curso, qué tenían que hacer, cómo se hacía (...). Pero en términos generales me parece que los estudiantes (.) van van progresando, e:: pueden en en en diferentes situaciones me parece que funcionan funcionan bastante bien e: no sé qué últimamente algo que me ha preocupado un poco es la tendencia de de varios a recurrir al inglés ¿no? en lugar de intentar las cosas en español.

((translation)) m:: in general terms I'm, I'm:: satisfied with the progress of the students (.) e: I think that, well, at first there were some quite lost ((a phone rings)). Well, as I was telling you, I think that at first there were some a little lost, you know? That actually did not, did not understand how the course was organized, what they were to do, how it had to be done (...). But in general terms I think that the students (.) are are making progress, e:: they can in in in different situations I think they are performing quite well e: I don't know why lately something that has somehow worried me is the tendency of of some of them to resort to English, you know? instead of trying things in Spanish.

TE-6: Me especializaba en música y español, y por eso no tenía en cuanto a los bueno, los requisitos de educación general no no podía llevar ningún curso de de literatura inglesa ¿no? literatura americana, norteamericana y:: bueno, creo que sigo más o menos siendo así en ese sentido ¿no? Es decir, que hay hay mucho que mucho que me interesa, mucho que me gustaría

hacer y siempre tengo esa frustración de que, bueno, por las los los deberes las obligaciones no me no me queda tiempo para explorar esos esos campos.

((translation)) I was seeking a specialization in Music and Spanish, and for this reason I did not have as for, well, the requirements for General Education I could not take any course on English literature, you know? American North American literature and well, I think that I continue to be more or less like that in this sense, you know? I mean, there is a lot of things that I find interesting, a lot that I would like to do and I always feel that frustration about, well, because of the responsibilities and duties, I do not have enough time to explore those fields.

TE-7: Esa experiencia para mí fue (.) muy valiosa en el sentido de de ayudarme a (.) ayudarme a:: saber lo que hay que hacer para trabajar en frente de un grupo por ejemplo ¿no? técnicas que se se se puede usar para para conseguir que que el grupo haga lo que lo propones ¿no? que (.) me me dio mucha confianza en mi capacidad de de ponerme enfrente de un grupo, porque yo no soy una persona, yo soy una persona más o menos e:: bueno, algo algo tímida por naturaleza, no soy no soy una persona que busca estar ahí enfrente de todo el mundo ¿no? Para mí a ve-es a ve-es es un esfuerzo, tengo que hacer un esfuerzo para hacerlo (...)

((translation)) That experience was for me very beneficial as far as helping me to know what has to be done in order to work in front of a group, for instance, you know? techniques that one can use to get a group to do what you have in mind, you know? that gave me a lot of self-assurance regarding my capacity to put myself in front of a group, because I am not a person, I am a person more or less, well, rather timid in essence, I am not a person who needs to be there in front of everybody, you know? To me that means an effort, I have to force myself to do that (...)

TE-8: el enfoque es más bien el:: el progreso lingüístico muy básico y:: (.) tiendo a hacer menos en en esa clase con con la cultura (...). Pero en en la clase misma diría que más se se hace de una manera (.) bueno, no siempre muy:: muy bien estructurada, pero así usando anécdo-como como te digo ¿no? anécdotas, un poco de expansión a veces sobre el punto que haces (...)

((translation)) [In Spanish 110] the approach is rather a very basic linguistic development and I tend to do less with culture in that course (...). Within the classroom I would say that [culture] is introduced in a, well, way not always clearly structured, but rather using anecdotes, as I told you before, you know? anecdotes, some times expanding the point that you've just made (...)

TE-9: (...) creo que ahora yo empujo más en ese ese sentido porque claro, por un lado es es lógico porque al salir, para ir a un país o para para entablar una una conversación con un hispanohablante, esa persona no se limita exactamente a lo a lo que tú tienes visto, y los estudiantes necesitan aprender las estrategias para cómo en esas situaciones sacar las ideas básicas y más o menos comprender lo que va pasando ¿no?

((translation)) (...) I think that I now push [the students] more in that area because, of course, on the one hand it is evident that in order to go, to go to another country or to to engage in a conversation with a Spanish speaker, that person does not restrict himself to speaking what you have learned, and students need to learn the strategies to get the basic ideas in those situations, understand more or less what is going on, you know?

TE-10: Bueno no, e: yo diría que confianza y y seguridad no solamente entre entre los estudiantes y y yo, sino más bien, bueno, su manera de de comportarse con sus compañeros y::: ¿no? establecer (.) establecer digamos ciertas ciertas normas cier-ciertos límites en cuanto a cómo se cómo se trata a los demás ¿no? de que no no se no se ríe no se, bueno, si se ríe todo el mundo, se ríe, pero no se burla de de los otros estudiantes y y precisamente por eso creo que que

la situación con con [the problematic student] realmente no no ha influido más porque realmente existe más o menos ese ese buen tono en el ambiente (...)

((translation)) Well, I would say that trust and confidence not only among the students and me, but rather, well, in their way to behave with their classmates and, you know? establish (.) establish let's say certain rules certain limits concerning the way in which you treat the others, you know? that you don't laugh at, well, if everybody laughs, fine, but nobody makes fun of others, and precisely for this reason I think that the situation with [the problematic student] has not actually affected [the environment], because there is somehow that good tone in the environment (...)

TE-11: Sí, porque al principio ¿no? y:: más con este grupo que con cualquier otro grupo, al al principio ellos andaban perdidos ¿no? con cuando con pero pero ya no, ya ya comprenden más o menos el sistema del tipo de actividad y y lo hacen, y creo que ya hasta cierto punto están en esa etapa ya cuando lo hacen más o menos mecánicamente y ya ya no ya no están asustados porque, bueno, "no sé exactamente lo que vamos a hacer y cómo lo vamos a hacer y ..."

((translation)) Yes, because at the beginning, you know? and more with this group than with any other group, at the beginning they were rather lost, you know? when, but not any more, they now understand more or less the system concerning the activities, and they make it work, and I think that, to a certain extent, they are in that stage where they can do that more or less automatically, and they are not scared any more because, well, "I do not know exacty what we are going to do, and how we are going to do it and ..."

TE-12: En en ese sentido me parece que en la clase en la clase misma, los estudiantes tienen que: (.) darse cuenta de de la conexión que está ahí-que está ahí ¿no? y se supone que uno, y se espera que uno tenga un un un texto que e: les permita a los estudiantes prepararse bien fuera de la clase, y luego en la clase que que tenga actividades para que para que participen ac-activamente y para que consigan la la práctica que necesitan.

((translation)) In that sense, I think that in the classroom itself, the students must realize about that connection , and it is assumed that you, and it is expected that you have a text that allows students to get prepared outside the classroom and, in the classroom, that has activities for them to participate actively and reach the practice that they need.

TE-13: Pero lo lo más importante para mí es tener a los estudiantes e: de tal forma que (.) que yo pueda usar bien la pizarra ¿no?, y todo el mundo pueda ver, o un televisor si estamos trabajando con con un vídeo, y que ellos puedan formarse en en grupos ¿no?, sean parejas o grupos de tres o grupos pequeños, y::: si se se cumple más o menos esos esos criterios básicos, entonces para mí está-está bien.

((translation)) But what is most important for me is to place students in a way that I can use the board appropriately, and that everybody can see, or a TV if we're working with video, and that they can get together in groups, either in pairs, groups of three or small groups, and if these basic criteria are met, that's fine with me.

Lo importante para mí en cuanto a mi posición física es (.) e:: (2) ser un blanco movible ((laughs)), es decir, cambiar no no cambiarme de de lugar ¿no? con bastante frecuencia (...). Y creo que ade-además a-además de de la importancia de de cambiar de enfoque ¿no?, es decir que no lo, para que los estudiantes tengan que mantenerse un poco más alertas ¿no? de que si yo estuviera sentado, ¿no?, porque yo nunca me siento en, con con este tipo de clase, yo nunca me siento ¿no?, a menos que sea algo como, bueno tenemos ahí m: la la porción de de de un vídeo (...)

((translation)) The important factor for me as far as my physical position is concerned is to be a movable target, i.e. to move frequently around the classroom (...). And I think that besides the importance of varying the focus, is to keep students on the alert, more than if I were seated. In this kind of course, I never sit down unless it were something such as, well we have a video segment, for example (...)

TE-14: Algo que siempre me ha costado mucho con los estudiantes es (.) convencerles de: los beneficios de de llevarse con otras otras personas ¿no?, cambiar de lugar, no siempre sentarse al al lado de la misma persona en el mismo lugar (...)

((translation)) Something that has always been difficult for me with students is to persuade them about the benefits of relating to each other, to switch places, not to be always sitting next to the same person in the same place.

TE-15: Con con tal de que los estudiantes (.) trabajen bien así, no no me no me im-no me importa mucho, es decir que si se mantienen en el, trabajando el ejercicio, sin empezar otra conversación en inglés, algo así, si no si no molestan a los demás, está bien. Ahora, lo que sí me me preocupa un poco más de: (.) la división de estudiantes en parejas es cuando hay hay una situación en que hay hay un desnivel entre los estudiantes (...)

((translation)) As long as the students work well in that way, I'm not too concerned, I mean, if they are working on the activity, without initiating a conversation in English, something like that, if they don't bother the others, it's fine. Now, what does worry me to a certain extent about the disposition of students in pairs, in situations with different levels of proficiency among students.

TE-16: Buena clase para mí es es una clase así con mucha participación de los estudiantes, en que si e::: completamos lo que lo que tengo planeado, ¿no?, si se cumplen los los objetivos, y como digo, eso eso:: (.), bueno, pasa con con poca frecuencia en el en el sentido de que que casi lo que tiene que ocurrir en ese caso los estudiantes tienen que superar lo que, porque siempre tengo preparado más de lo que (.) podemos com-completar en 55 minutos. En ese sentido, e: me me me habrán sorprendido así::, excediendo en lo que yo creía posible para esa clase.

((translation)) A good lesson for me is a lesson like this, with plenty of participation from the students, and completing what I have planned, you know? if objectives are met, and as I said, that rarely happens, in the sense that, almost what has to happen in that case the students are to do, because I always have prepared more material than what we can complete in 55 minutes. In that sense, they will surprise me, exceeding what I thought possible for that lesson.

TE-17: Como tenemos relativamente tan poco tiempo en la clase, no me gusta perder el tiempo con un proceso muy elaborado de selección de las parejas ¿no?, y muchas veces si uno di-, yo he visto libros por ejemplo que dicen, bueno, los estudiantes aprenden al principio una pequeña fórmula para "Buscas compañero" (...) y como tenemos tan poco tiempo, a a mí me gusta hacerlo bien rápido, yo asigno las parejas y, y de esa forma tengo un poco de control, por lo menos si quiero hacer una unos cambios en en las parejas ¿no? (...)

((translation)) Since we have relatively little time for the lesson, I don't like wasting time with a too complex process of pair selection, and often, I have seen books for instance that say, well, students at the beginning learn a basic formula to "Find a partner" (...) and since we don't have that much time, I prefer to do it quickly, I assign the pairs and in that way I have a little control if I want to make changes in the pairs.

TE-18: En ese sentido creo que también me me esfuerzo por usar el es-usar español todo lo posible con los estudiantes, para que (.) para que ellos también sientan la necesidad de de usar la lengua para expresarse y no (.) y no escoger lo que es para para ellos y para mí a veces el camino más fácil.

((translation)) In that sense, I also make an effort to use Spanish as much as I can with the students, so that they can as well feel the need to use the language to express themselves instead of choosing [English or Spanish], which is for them and for me some times the easiest way.

TE-19: Creo que, lo que lo que yo he visto de mi de mi propia experiencia como estudiante, que muchas veces (.) e:: los los profesores usaban inglés en la clase cuando no no era necesario ¿no?, y a veces, para mí por lo menos, por razones de::, no quiero decir exactamente pereza, sino más bien falta falta de preparación.

((translation)) I think that, what I have seen, from my experience as a students, is that often, the teachers used English in the classrom when it wasn't necessary, and sometimes, at least in my opinion, I don't want to say neglect, rather lack of preparation.

"Interviews – Stimulated Recall"

Teacher A

SR/TA-1

Ejercicio 'H,' exercise 'H,' "Translate the following sentences using those or these regular verbs even though they are unfamiliar to you," and exac-exactly what you do is translate those sentences (2) *¿Preguntas?* Questions? *¿Sí o no?* (.) *¿No?* (.) Ok, *¿papel?* Paper (some students raise their hands)). *Papel* (.) *papel* (.) *papel, papel* (.). *Grupos,* let's go, you can work in groups (4). *Pero trabajan,* but work.

(lesson 12, 15:00)

SR/TA-2

T *Escúchenme,* listen up. *Para practicar* (1) *el vocabulario, para practicar el vocabulario, ¿jugamos bingo? ¿sí o no?*

LLL *Sí.*

T *Muy bien, muy bien (1) si jugamos bingo (.) hoy en clase. Es por crédito extra,* is for extra-credit, *un punto, un punto,* one point add it on to a *prueba* not an exam. Ok? I'm not that generous. (5) *No usen clase,* do not use *'vestirse'* ...

(lesson 5, 1:35)

SR/TA-3

'Deportes', sí, 'deportes,' pero (.) but (.) *ocho, seis, chicas,* girls win girls win. *Muy bien,* back to your seats, *excelente* gang, *excelente.*

(lesson 3, 18:22)

SR/TA-4

Who keeps calling bingo and doesn't have it? I'm gonna take a couple bingos away (1) Funny boy, funny boy (4). *Muy bien* Kim, *excelente.* ((looking at the male student)) There is no funny boys in here except the *"señor."* I always got up a few funny boys .Right M, yeah you funny boy ((continues revision of bingo card))

Exacto, good, *muy bien* (2) See, M ((looks at the same student who made the joke before)) I was thinking, you know, you're the funny boy of the class, and when-whenever you hit Spanish three, if you take Spanish Three, this year I have a: student *'el inteligente,'* 'the inteligent one' because he knows everything, you know that? maybe that can be you next year, ah? x you can be *'el inteligente.'* I won't say the name (2) He's a good kid.

(lesson 5, 18:55 and 20:27)

Teacher B

SR/TB-1

T *Antes de ahora,* before now, *mis estudiantes,* my students who came back to the school, *dos* (.) *hace dos años,* two years later, remember everyone of the directions. This means that when they go to a *una ciudad a en España o en la América Latina,* they aren't gonna get lost, they're gonna know the *direcciones,* they're gonna know how to get places, if you remember this, right? Because people are gonna say *"¡Ah! Vaya a la derecha y a la izquierda y después ¿sí?"* And you-you'll remember all of the x if do this. This is a fifty pointer, *cincuenta puntos para esta demostración y vamos a empezar, mañana podemos practicar y el lunes para una nota, bueno.* You'll be graded Monday but you can practice tomorrow. That if you like to xx up front, *bueno,* we'll get *voluntarios para mañana. ¿Bueno? ¿Está bien?*

(lesson 9, 31:51)

SR/TB-2

T *Bueno, y ahora, saquen ustedes la tarea para hoy, tarea hecha. ¿Hay alguien aquí que no tiene la tarea?* Anyone without homework for today? *Dos ejercicios, dos prácticas.*
LL xxx
T *¿Por qué? ¿Qué pasó?* (3) xxx, you forgot?
M1 No, we couldn' do it.
T Couldn't do it! *¿Por qué?*
M2 My sister was due xxx two little kids.
M1 Ah::! I didn't do it.
T ¡Carlitos!
M1 I didn't do it (2) I wasn't able to.
T a x not all of your credit?
M1 I wasn't able to.
F1 Can we turn it in tomorrow and get half credit?
T Sí, because what it does it prepares you, you may write right now and write, and I'll give half credit. This will help prepare you, ¡Carlitos! for the test tomorrow, ok? So Carlitos please, Esteban and Jess, I'll give you half credit if you jot it down now, it will help you for the test tomorrow.
F2 Exercises xx are really like lot (.) they are like easy, and I cut it all 'cause I mean they don't really teach us any and just write the words over and over.

(lesson 6, 6:38)

SR/TB-3

T Going back to *página 61* page 61 (.) all right, we're gonna very quickly copy this up, right? On-*en una hoja de papel* you put it right where you're writing a *escribe los números del uno al número doce,* and a:: write them

down *en una frase completa* a:: the model shows you just the number, look at the model at the top *"¿Cuántos periódicos hay?"*, and they just wrote *"tres"*. Well, what I'd like you to do to practice writing the name of the items start with *'hay'*, then the *número,* and then the name of the item. I'll give you *dos minutos,* ready, set, go. Ok. It says "Imagine the Board of Education they ask you to do an inventory". All right? Now, *número 1 "¿cuántos libros hay?"*

(lesson 5, 37:39)

Teacher C

SR/TC-1

T Hablar por teléfono () Brian, you talk on the phone? You x me as a phone talker...I don't think anybody of your generation doesn't like to talk on the phone. Ah! ((looking to one of the students)) Ok, Ricki, but you are a man of few words, how many ...

(lesson 4, 13:16)

SR/TC-2

F *Es una muchacha.*
T Aha, and then you say *"muy."*
T [*Muy.*
F [*Muy.*
T xxx.
F *Guapa.*
T *¿Guapa?*
F *Sí.*
T *¡Qué guapa! ¡qué guapa!* That's what she say when I walk pass. u:! *¡qué guapo!* Oh! Man! Is she good looking! And then he'll say *"Y¡qué delgada!"* and you say "Oh! Is she thin!" and then you say *"¡Oh qué maravillosa!"*, "Oh! waw! Is she marvelous!" and then you say *"¡Oh qué simpática!"* "Oh, man, is she nice!" and then you say *"¡oh qué inteligente"*, Oh, is she smart!". Ok? You get the point? Ok. You say to somebody "oh! That's a very, very, very x. But hey, did you notice that the adjective we'd say xx. In Spanish your adjectives usually all come after your noun. So, Katie you say "oh! that's a very, very xx! Go F! You talk to F.

(lesson 8, 35:31)

SR/TC-3

T Ok, we're on a ... Now, listen to me, *escuchen,* don't do English! I just want Spanish and it's important that you do this in Spanish and don't gabble and all about ... and how stupid you think this is, I want this in Spanish but I believe you can do that in Spanish.

(lesson 2, 14:52)

SR/TC-4

T We need books, *necesitamos libros* ((goes to the windowsill)) ... *En los libros* (7) *En la página ciento dos* (2) I swear you get ruder as the year goes on ((the students keep silent)). *En la página ciento dos,* what page do I want? *Ciento dos,* one, zero, two.

(lesson 9, 6:10)

Teacher D

SR/TD-1

T Ok, so practice this with your partners, please. Who's missing a partner? (.) Drew is missing a partner Ok, I'll work with Drew and you ... ((to the other students)) And this goes on to the next page also, ok? So [there are six of them in all.
F1 [Are you guys going to the soccer game? ((some students answer)) Mr. T, are you coming to our *fútbol* game?
T *No puedo, lo siento* ((LL continue talking about the game))
F1 Mr. T? ((after looking at me))
T *¿Sí?*
F1 Does he speak English?
T *Sí, habla inglés* (1) *a: ¡bueno! a: empiecen por favor.*
F1 *Sí.*
T *Sí, practiquen por favor.*

(lesson 2, 17;14)

SR/TD-2

F4 ((as part of the activity, T asks Drew whether she would invite him to a restaurant)) I don't know, Mr. T, I I don't understand your xx Remember? You never took us to Chi Chis, remember, Vanessa? Mr. T promised us ((Vanessa agrees and Drew continues, but T turns to the class))
T Ok=
F4 =take us to a Spanish field trip
T That sounded a:::=
F4 =Never took us to [Chi Chis
T [Your practice sounds sounds very good hum do do you have any questions about what you did? No? ¿About *"cuánto tiempo hace que"* ?

(lesson 2, 26:13)

SR/TD-3

T I always give you plenty of time to write it down.
F xx Thirty seconds before class is ended!
T (7) A lot of people hum studying foreign languages don't don't a: learn different grammatical aspects of their own language through through learning foreign language. In other words, you don't often think about adjectives and so forth, I don't know if that's true here with other do you do you work on these elements these parts of grammar and so forth in your English classes here?

SR/TD-4

T *Bueno* (.) *vamos a escuchar lo que aaa lo que dijeron sus compañeras.* How many of you would you like to be a reporter? ... I think it be a fun profession...
F1 xxx It looks a lot better than it really is.
T You mean (.) it look exciting but there is actually kind of=
F1 =a lot of paperwork=
T =paperwork that you have to do? Yeah? (1) *Bueno.*
F1 xxx
T Aha (3) ... It depends whether you do it for television or for radio...
F2 I'm gonna be in the news, I'm gonna be the weather girl.
T Weather? Really?
F2 xxx
T You should get practice here, you should do a weather thing here.

(lesson 8, 26:13)

Teacher E

SR/TE-1

T *Entonces, estudiante uno dice: "Lo siento, no puedo", clase "no::"* (2)
F1 *Lo siento.*
T *Lo siento, no::*
F1 *Puedo hablar mucho.*
T *No puedo hablar más::*
LL xxx.
T *Clase repita "se me han acabado."*
LLL *"Se me han acabado."*
T *"Se me han acabado las líneas."*
LLL *"Se me han acabado las líneas."*
T *Está bien, ¿entonces?*
LL xx *Adiós.*
T *Adiós.*
F2 *Chao.*
F3 *Hasta luego.*
T *Hasta luego, hasta luego ¿no? Muy bien, nos vemos el lunes. Muy bien, ¿no?, buena clase, buena clase.* Are you sure you've got all your books and stuff together?...

(lesson 2, 52:37)

T Then, Student One says: "Sorry, I can't," class "I can't::" (2)
F1 Sorry.
T Sorry, I can't::
F1 Talk much.
T I can't talk any more::
LL xxx.
T Class repeat "I have completed."
LLL "I have completed."
T "I have completed my lines."
LLL "I have completed my lines."
T Very good, then?
LL xx Goodbye.
T Goodbye.
F2 Bye.
F3 See you later.
T See you later, see you later. Very good, we'll meet on Monday. Very good, good class, good class. Are you sure you've got all your books and stuff together?...

(lesson 2, 52:37)

SR/TE-2

T *... y van a decir, por ejemplo en mi caso, me llamo* ((Teacher E)) *¿no? Soy de Nueva York ¿no? Soy del estado de Nueva York, pero ahora vivo aquí en Huntingdon ¿no? Eh, mi familia es: bastante pequeña ¿no? Mi padre* (2) *mi padre ya no vive ¿no? Y mis abuelos no viven tampoco, mis a-ning-no tengo ningún abuelo vivo ¿no? Entonces nada más tengo mi ma-mi madre ¿no? Y tengo una hermana ¿no? Entonces es una familia bastante pequeña* (.) *Estoy casado, entonces tengo una esposa ¿no? Y un hijo bien pequeño ¿no? que ustedes conocen, que tiene solamente ocho meses, entonces muy pequeño. e:: me gusta, a mí me gusta:::*

T ... and you are going to say, for example in my case, my name is ((Teacher E)). I am from New York. I am from the State of New York, but now I live here in ((Borough E)) e: my family is: quite small. My father is dead. And my grandparents are dead as well, my I don't have any grandparent alive. Then, I only have my mother. And I have a sister. Then it's a rather small family. I'm married, then I have a wife. And a very small son, whom you know, he's only eight-month old, then he's very small. I like, I like...

(lesson 5, 19:08)

SR/TE-3

T *Bueno* (.) *e::: va-vamos a a mover rápidamente, vean en la página 143* (1) *143* (.) *vuelvan aquí* (.) *al ejercicio N "No, no puedo", no puedo* (.) *Van a trabajar en parejas, una persona le pregunta "bueno, ¿puedes, puedes dar un paseo mañana?", "no, no puedo" ¿no? Ustedes después necesitan ustedes tienen que inventar una razón, una excusa, "tengo que trabajar", "¿el sábado?", te propone otro tiempo, "¿el sábado? ¿está bien?", "sí, vamos a dar un paseo el sábado" ¿no? Vamos a hacerlo en las parejas, tres y tres, tres y tres, trate de no, la persona que responde, trate de no mirar el libro ¿no? Después de practicar un poco ¿no? Tres y tres, ejercicio N, "No, no puedo"*

T Well, we're going to move quickly, look in page 143, go back here, to activity N "No, I can't," I can't. You are going to work in pairs, one of you asks "ok, can, can you go for a walk tomorrow?," "no, I can't." Then you need you have to make up a reason, an excuse, "I have to work," "Saturday?," the person suggests you a different time, "Saturday? Is it ok?," "yes, we're going for a walk on Saturday." We are going to do this in pairs, three and three, three and three, try not to, the person who answers, try not to look at the book. After practising a little. Three and three, activity N, "No, I can't."

(lesson 9, 24:32)

SR/TE-4

T *Bueno, un poco más de práctica. Bueno, ahora, al final de cada capítulo ¿no?, al final de cada capítulo* at the end of every chapter there is an activity, this kind of activity ((shows the page)), which is called (.) an information gap activity, where you're working together with a partner, one person has got information that the other person needs, you have to work together communicating in order to be able to carry out whatever activity with this setup…

T Ok, a little more practice. Well, now, at the end of each chapter, at the end of each chapter …

(lesson 3, 33:18)

"Journals – Guidelines"

Dear Mr./Ms. Name of the teacher:

Keeping a teacher journal is a rewarding experience that may refine our thoughts and feelings about our classrooms, and help us to outline a personal philosophy of teaching. Based on my belief that research in the language classroom should be an enterprise shared by all the participants, I would like to invite you to use this journal as a means of expressing your opinions and ideas about the course that I am attending as an observer.

Possible issues that could be discussed in the journal are: classroom dynamics and classroom management, pace of the instruction, learning activities, students in the course, any events happening inside or outside the classroom that may have an influence on the progress of the course, etc. Please remember that these are only suggestions, and that you can write about anything you consider relevant, including any comments or ideas about this investigation.

Below I have included several guidelines that could be helpful when writing this journal:

- Even though you are not required to write the journal under specific conditions regarding length or schedule, it is important to keep writing the entries regularly, upon your own convenience.
- Try to support reflective comments or insights with examples from the lesson(s) or actual language that you may remember.
- It is better to write in a pleasant place free of interruptions, either using a typewriter or word processor, or by hand.
- The language may be English or Spanish, indistinctly.
- Do not worry about style, grammar, or organization: the form does not count at all; the content is what really matters.

I would like to collect the journal after our second interview, and then return it to you before or after the observation following that interview. At the end of the investigation, I will collect the journal and return it to you again.

Please let me thank you again for your time, interest, and consideration toward this project. I appreciate it very much!!

"Observations – Reliability Trial"

RESEARCH PROJECT: **TEACHERS' CONTRIBUTIONS TO THE CULTURE OF LANGUAGE CLASSROOMS**

Manel Lacorte - The University of Edinburgh

ANALYSIS OF CODER AGREEMENT

Contents:

- **Guidelines**
- **Transcription Conventions**

ANALYSIS OF CODER AGREEMENT

GUIDELINES

Thank you very much for your cooperation. Besides the guidelines for this analysis, I have enclosed a brief description of my research project. Please do not hesitate to ask me should you have any question after reading these materials.

The overall purpose of this project is to explore the ways in which teachers contribute to the development of the language classroom culture, with a specific focus on classrooms of Spanish as a foreign language in the United States. More specifically, the investigation aims to broaden the understanding of the culture of Spanish classrooms in regard to:

- What are the characteristics that define the social and institutional context of the teachers and their classrooms?
- What views do teachers have about language teaching and learning, and what perceptions do they have concerning their classrooms and their own teaching?
- What verbal and nonverbal means do teachers employ in their instruction, and more specifically during the transitions between the instructional stages that make up their lessons?
- In what ways the above views and perceptions of teachers may be related to the linguistic and nonlinguistic features of their behavior in the classroom?

I would like to describe the culture of the L2 classroom employing different data collection methods:

1. Interviews
2. Teacher Journals
3. Classroom Observation, of two types:
   3.1. On-site Nonparticipant Observation, to code the instructional sequences of the lessons, take note of certain features of the teacher's nonverbal behaviour, and tape record the classroom discourse.
   3.2. Retrospective Observation, to combine the materials obtained from the on-site observation with the transcription of specific segments of the recorded classroom discourse.
4. Stimulated Recall

"Coder agreement" means the degree to which two or more researchers agree in their coding of a category system. For this research project, I would like to calculate the coder agreement in the On-Site Observation and the Retrospective Observation. We are going to use segments of a lesson of Spanish for High Beginners that I conducted at the Institute for Applied Language Studies, Edinburgh, in Spring 1996.

Sheet B / On-Site Observation
(videotaped lesson segment to be seen only once)

The coding of the "Sheet B / On-Site Observation" is based on what you see going on in the classroom. More specifically, you will code the instructional stages of the lesson, and certain features of the nonverbal behaviour of the teacher.

1. **Instructional stages**. There are nine:

- Disciplinary Management (DM): the teacher attracts the students' attention, at an individual or collective level, to issues of discipline during the lesson; e.g., students talking and laughing while the teacher presents new contents of the lesson.

- Administrative Management (AM): the teacher announces or requires information about administrative matters involving the course–e.g., the date for a test, absent students, field trips, etc.–, or the school–e.g., holidays, new teachers or staff in the institution, sport activities, etc.

- Social Management (SM): the teacher interacts with the student(s) about topics not related to the planned contents of the lesson, nor to the target language or culture, e.g., the teacher chats with students who have finished an activity before the others.

- Facilitation of Nonplanned Linguistic/Cultural Models (LC): the teacher ask questions or provides information about the target language and culture not related to the planned contents of the lesson, e.g., greetings, leave-takings, personal anecdotes about the target culture, vocabulary, idioms, grammar items, etc.

- Presentation of Planned Contents (PR): the teacher introduces items about grammar, functions, culture, etc., from the lesson plan. This stage also involves the description of the lesson or unit plan to the students at any time during the lesson.

- Instructions for the Activity (IN): the teacher gives verbal or nonverbal directions to carry out an activity to practice the contents, and provides the students with the appropriate materials. This includes the directions to complete the homework, and providing and collecting materials related to the homework.

- Activity in Progress (AC): the teacher does not interact with the students while they are working on an activity. In this stage, the teacher may be seated or standing near his or her desk, walking around the students' desks during the activity, outside the classroom, etc.

- Assistance During the Activity (AS): the teacher provides verbal or nonverbal assistance to an individual, group, or entire class while carrying out an activity.

- Feedback After the Activity (FE): the teacher asks about or gives answers to an activity completed during the lesson, including further information -e.g., new words, functions with similar use–or questions related to the activity. This stage also entails asking about or correcting the homework in class.

The periods of transition between these instructional stages can be determined from:

(a) the teacher's verbal and nonverbal behaviour. The teacher summarizes the previous instructional stage, introduces a new stage, or attempts to move forward to another stage with words like "all right," "then," "OK," "now," "so," etc., or with expressions like "so, now that we've seen how the neuter pronoun works, now let's practice with it, ok?". An example of nonverbal behaviour may be when the teacher remains silent until the class notices the change to a new instructional stage.

(b) the learners' verbal or nonverbal reaction to the teacher's behaviour. For example, at the beginning of the lesson, the teacher says: "¡Buenos días, clase! ¿Cómo están esta mañana? Dave, pareces cansado... ¿Estás bien?," and the alluded learner answers that he was ill the day before and had to go to the doctor, or nods his head as an indication that he is not feeling well. After this reaction, the teacher may proceed to a new stage in the instruction, such as presenting the lesson plan, or reviewing homework, etc. In another situation, the teacher hears a couple of learners laughing while the rest of the class is reading in silence. Then, the teacher walks towards the two learners looking at them at the same time, and the learners stop laughing.

In some instances you may want to code a specific teaching event as more than one instructional stage. In this case, code both stages together separated by a slash (/). For example, in the above exchange between the teacher and Dave regarding Dave's well-being may be coded as "LC/SM" (Linguistic/Cultural modeling-Social Management). The teacher provides a linguistic model while at the same time shows concern for his learner's health.

In other cases, it is possible that you have doubts about which instructional stage(s) conforms to a particular event. Indicate these doubts with a question mark, and do not try to resolve them during your observation for the Sheet B. Further directions to deal with these doubts are detailed later, in the section on the Sheet C / Retrospective Observation.

2. **Nonverbal behaviour**. The notes should describe the nonverbal behaviour of the teacher during the transitions between the instructional stages. There are two kinds of nonverbal behaviour under analysis:

- Body motions, such as gestures with hands or other parts of the body, gazes, shrugs, and nods, used as strategies for punctuating the communication between the teacher and the learner. For example, the teacher makes gestures with his hands at the beginning of an activity, nods his head to provide feedback, moves certain parts of his body to facilitate the comprehension of a new word, etc.

Take note only of the nonverbal behaviour related to the teacher/learner interaction, e.g., the teacher pretends to be yawning to introduce or clarify the meaning of the word "sleepiness." Do not take into consideration instances which do not play a role in the interaction; e.g., the teacher covers his mouth with a hand and yawns while the learners are reading in silence.

- The physical position of the teacher in the classroom, including proximity and/or touching. For example, the teacher moves towards his desk when he starts presenting a new item, walks around the learners during an small group activity at a distance of 15-20 cm and then kneels in front of a learner requesting assistance, etc.

In your notes, indicate the approximate distance between the teacher and the learners in centimeters. Use multiples of five: 5 cm, 5-10 cm, 10 cm, etc., e.g., "the teacher begins to give the instructions for an activity behind his desk, but moves towards the first row of learners, and keeps 50-60 cm of distance."

Please note that while the instructional stages are to be coded by using their abbreviations, such as DM (Disciplinary Management), AM (Administrative Management), PR (Presentation of Planned Contents), etc., the nonverbal interaction is described through notes.

These notes should not be longer than 25-30 words. You can use any abbreviation that you find useful in order to collect as much information as possible. For example, this entry: "T stops PR arms up & nods no to L talking with 2L, 3L silent, and L head down book," can be later restated as: "A learner talks with two classmates while the teacher is presenting a new content. The teacher stops the presentation, and raises his arms and nods his head in a negative gesture at the same time. The three learners stop talking and the learner who was talking with the others looks down to his book."

In order to facilitate the connection between the On-Site Observation and the Retrospective Observation, you may transcribe isolated words from the teacher or learners' discourse in your description of the nonverbal interaction. For example, in the entry: "T stays with knee on desk & points LL when asking. Hijas with five/arm up," the underlined word allows us to relate the gesture made by the teacher to the learner's answer regarding the number of daughters that he has.

The coding of the instructional stages and the nonverbal interaction includes the time at which these events take place. In the Sheet B, the "Onset time" is determined according to the counter in the tape recorder, set up at the beginning of the lesson. The conversion to real time will be carried out in the retrospective observation.

Sheet C / Retrospective Observation

(tape recorded classroom discourse to be listened to as many times as needed)

The coding of the Sheet C is based on what you listen to from the tape recording of the lesson. Here you are going to:

(1) rewrite the data collected from the Sheet B regarding the onset time, instructional stages, and nonverbal interaction;
(2) transcribe the classroom discourse uttered during the transitions between the instructional stages, and
(3) go over doubts indicated in the Sheet B.

The first step involves the transfer of data from the Sheet B into the Sheet C. The notes regarding the onset time and the instructional stages are to be incorporated as they appear in the Sheet C. The notes about the nonverbal interaction should be written in their final version, i.e., without abbreviations.

For example, let's say that the event: "T stops PR arms up & nods no to L talking with 2L, 3L silent, and L head down book," is recorded at "10:37" (onset time) as an instance of disciplinary management (DM). In the Sheet C, you should include the same onset time and instructional stage as above, and describe the nonverbal interaction as follows: "(10:37) The teacher stops the presentation of new contents, and raises his arms and nods his head towards a learner who was talking with two classmates during the presentation. The three learners keep silent, and the one who was talking looks down to his book."

The second step involves the transcription of the discourse corresponding to the periods of transitions between the instructional stages, as you have already determined in the observation for the Sheet B. Keep in mind that these periods of transition consist of the discourse uttered by the participants from the "framing" of a new stage–i.e., the summary of the previous stage and/or the attempts to move forward to the new stage–to the "focusing" –the introduction to the new stage.

In the above example, let's imagine that while the teacher raises his arms and nods, he says: "Well, what's going on over there ... John? Come on, why don't you wait until the class is over to talk about your last week-end?" The three learners involved in the event stop talking, and then the teacher resumes the presentation of the new content by saying: "Ok, let's go back to where we were before ... the neuter pronoun in Spanish (...)". In this case, we would transcribe:

- "Well, what's going on over here ... John?," as the discourse uttered in the transition from PR (Presentation of New Contents) to DM (Disciplinary Management), and

- "Ok, let's go back to where we were before," as the discourse conveyed in the transition that resumes PR (Presentation of New Contents).

The transcription should indicate the speaker(s) intervening in the transitions. For example, a different version of the above event could be transcribed as follows:

L1	Mr. Smith, could you repeat that part? I couldn't hear you!
T	Well, what's going on over here ... John?
L2	But I didn't say any-
-T	Enough, John, please keep silent, ok?

In this case, a learner seating near John interrupts the teacher while he presents a new item. The teacher's reaction is a question addressed to John. John tries to answer but the teacher interrupts him with a request that concludes the episode of disciplinary management.

The third step involves the review of the doubts indicated in the Sheet B with regards to the onset time, the instructional stages, and the nonverbal interaction. After listening to the tape recording of the lesson, you will be able to make the appropriate corrections in the Sheet C.

For example, you were not able to observe the above incident between the teacher and John because of a momentary distraction. You may be able to resolve the doubts about this incident by listening to the recording, and therefore replace the question mark for the appropriate abbreviation.

Guidelines for coding the Sheet B

As mentioned above, you are going to code segments of a videotaped lesson of Spanish. In order to carry out this analysis under similar conditions to those in real classrooms, do not interrupt the coding while in progress. Should you need to make sure that you have understood the directions, go over these guidelines before coding. Let me know if you have any question. Thanks again!!

- Please review the transcription conventions for the Sheet B, and make yourself comfortable before you begin the analysis.

- Fill in the blanks at the upper part of the sheet with the following information:

Level of the course:	High Beginners
Time of the course:	6:30-8:30 pm
Lesson number:	5
Date:	23 April, 1996
Sheet number:	1, 2, 3 ...

In the section "Physical Organization," write only your first name.

- Set the counter at '000', and start counting at the same time as I switch on the VCR with the lesson segment to be coded.

- Code the lesson in the following order:

1. In the column "Onset time," take note of the time at which each instructional stage occurs, including minutes and seconds.
2. In the column "Instructional stage," use abbreviations to code the stage.
3. In the column "Nonverbal Interaction," describe the nonverbal behaviour of the teacher, and his/her nonverbal interaction with the learners.

- Leave a blank space of approximately a line between each entry corresponding to a set of onset time, instructional stage, and nonverbal interaction.

- Code overlapping instructional stages with a slash (/), e.g., "LC/SM/PR."

- Underline the words from the classroom discourse that you want to include in the description of nonverbal interaction.

- Indicate doubts with an question mark (?).

- Once the segment has finished, please take a few moments to review your notes, and make sure that all the entries are completed. Indicate doubts with an question mark.

Guidelines for coding the Sheet C

While the analysis of the Sheet B is carried out during the lesson, the Sheet C is completed outside the classroom. In order to keep similar conditions to those in the final investigation, you will listen to a recording of the segments previously coded in the Sheet B. In this case, you will be able to stop the tape recorder at any time to go over its contents. Again, do not hesitate to review these guidelines before the analysis.

- Go over the transcription conventions, and make yourself comfortable before you begin the analysis.

- Before listening to the recording, copy the notes of the Sheet B into the appropriate columns in the Sheet C. Begin with the onset time, and then the instructional stages and the nonverbal interaction. Do not forget to include the words that you transcribed during the on-site observation, and the question marks for the doubts.

- For the nonverbal interaction, please write complete descriptions based on your notes from the Sheet B. Try not to write more than 50-60 words for each entry. Include the time for each stage in the description with brackets.

- Remember that you only need to transcribe the discourse from the transitions between the instructional stages.

- Take note of the speaker(s) that intervene in the transitions.

- Write down the utterance(s) conveyed by the speaker(s) following the appropriate transcription conventions.

- Once you have finished the transcription, please go back to the beginning of the segment and listen to it again, in order to resolve doubts from the Sheet B.

- Please take a few moments to review your notes, and make sure that all the entries are completed. Mark any doubt with a question mark.

Thank you very much for your collaboration.
I would appreciate if you could write in the attached sheet your comments about this analysis of coder agreement. I would also appreciate any further comment, suggestion, or idea about this study on Spanish classrooms.

RESEARCH PROJECT: **TEACHERS' CONTRIBUTIONS TO THE CULTURE OF LANGUAGE CLASSROOMS**

TRANSCRIPTION CONVENTIONS

Instructional sequences

DM	Disciplinary Management (issues of discipline)
AM	Administrative Management (administrative matters)
SM	Social Management ("nonplanned" interaction)
LC	Linguistic/Cultural Models (nonplanned linguistic/cultural information)
PR	Presentation of Planned contents (lesson contents/units plans)
IN	Instructions for the Activity (instructions and materials)
AC	Activity in Progress (pair or group work, whole class)
AS	Assistance During the Activity (individual or collective)
FE	Feedback After the Activity (eliciting or providing feedback)

Speaker(s)

T	Teacher
L1, L2...	Learner
M	Unidentified male voice (e.g., a secretary coming in the classroom asking something to the teacher)
F	Unidentified female voice
MV	Male voice from, for example, an audio or videotape
FV	Female voice, as above
LL	Unidentified subgroup of class
LLL	Whole class

Turns

-T	Continuation of a turn without a pause, where overlapping speech intervenes Use curly brackets to indicate simultaneous speech, either between identified or unidentified speakers.

Symbols to use in text

[ ]	Commentaries of any kind in the transcription
( )	Uncertain transcription
/ /	Phonemic transcription
(/ /)	Uncertain phonemic transcription
x	Incomprehensible item, probably one word only
xx	Incomprehensible item of phrase length
xxx	Incomprehensible item beyond phrase length
x---x	Extent of incomprehensible item to be revised later in the transcription
. . .	Pauses, which include length in seconds in extreme cases after 5 seconds (5)
" "	Anything read by the participants, rather than spoken without direct text support

Further notes

- Indentation to indicate overlap of turns. Otherwise all turns start systematically at extreme left of text space.
- Hyphen(s) in text to indicate an incomplete word (e.g., Good mor-), immediately followed by the next word uttered (e.g., Good mor-what are you doing there?) or by a blank space if the sentence is not completed at all.
- Phonemic transcriptions are given for hesitation fillers such as "uh", "eh", "um", "so", etc.
- Bold is used to indicate either slow or sustained pronunciation
- Underlining is used to indicate emphasis

RESEARCH PROJECT: **TEACHERS' CONTRIBUTIONS TO THE CULTURE OF LANGUAGE CLASSROOMS**

Manel Lacorte - The University of Edinburgh

ANALYSIS OF CODER AGREEMENT

COMMENTS

"Observations - Reliability Results"

Segmentation of instructional stages

Agreement for the Sheet B / On-Site Observation

	Assistant 1		Assistant 2		Researcher	
	Time	Stage	Time	Stage	Time	Stage
(a)	0:05	SM/LC	0:10	SM	0:04	SM/LC
(b)					0:42	AM
(c)					1:03	SM/LC
(d)	2:55	AM	3:15	FE/AM	2:45	FE/IN
(e)	4:07	LC	3:30	SM/LC	3:58	SM/LC
(f)					10:12	PR
(g)	10:33	IN	10:35	IN	11:23	IN
(h)	14:45	PR	15:10	FE/PR	14:40	FE/PR
(i)	22:12	IN	22:00	IN	22:02	IN

The above results indicate a total agreement between the assistants as for the number of instructional stages coded (6). They also agreed in the selection of stages, except for the entries in which more than one stage was coded. Although these entries show agreement in the selection of one of the stages, the disagreement is based on whether the same teaching event conforms to one or more stages (a, d, e, h). On the other hand, I coded more stages (9), but kept a similar degree of agreement in the selection of the stages coded by the assistants. The differences are again related to the cases where more than one stage appear for the same entry (a, d, e, h). The accuracy in determining the time at which the stages occur ranged between 2-33 sec. for the assistants, and between 6-50 sec. for the assistants and me.

Agreement for the Sheet C / Retrospective Analysis

	Assistant 1		Assistant 2		Researcher	
	Time	Stage	Time	Stage	Time	Stage
(a)	0:05	SM	0:12	SM	0:04	SM/LC
(b)					0:42	AM
(c)			1:04	SM/LC	1:03	SM/LC
(d)	2:52	AM	2:58	FE/AM	2:45	FE
(e)	4:07	LC	4:04	SM/LC	3:58	SM/LC
(f)	10:20	PR	10:23	PR	10:12	PR
(g)	11:50	IN	12:00	IN	11:23	IN
(h)	14:40	PR	14:55	FE/PR	14:40	FE/PR
(i)	21:30	IN	21:49	IN	21:35	IN

Listening to the recorded segment and reviewing the notes from the Sheet B involved a variation in the number of stages: Assistant 1 coded 7 and Assistant 2 coded 8. Both assistants coincided with me in recording the entry 'f', while Assistant 2 also coded 'c.' However, there are little changes as for the differences in entries with more than one stage. I maintained the same number of stages, with a correction in one of them (d). There is more variation in the case of the coding time: The accuracy between the assistants is now within 3-19 sec., while the accuracy between the three coders goes down to 6-37 sec.

Discussion of the results

The first consideration is based on the doubts reported by the assistants in their coding sheets as well as in the discussion following the observations. In some occasions, they found it difficult to identify certain teaching events as defined in the handout. For example, I considered the entry 'b' as an instance of AM (Administrative Management), because in that episode the teacher asks a question to the whole class about one of the students who has not attended class for some time. The assistants, however, decided that that segment was part of the initial stage coded as SM (Social Management). Later on, when the teacher asks his students about any problems experienced with the homework – entry 'd' – the assistants determined that the event involved AM (Administrative Management), while I took it as an instance of FE (Feedback After the Activities).

Further doubts dealt with the distinction between SM (Social Management) and LC (Facilitation of Linguistic/Cultural Models). The assistants had problems to decide whether the interaction between the teacher and his students was only meant to promote a friendly classroom environment, or also encouraged by the teacher in order to practice the target language (entries 'a' and 'e'). Finally, the assistants found it difficult to distinguish between planned and unplanned contents, in order to select PR (Presentation of New Contents) or LC (Facilitation of Linguistic/Cultural Models), even though I detailed the lesson plan before the observation.

The changes on the definitions for the instructional stages intended to overcome inconsistencies or doubts such as these, in order to attain a more precise account of how the lesson is organized, and therefore a higher degree of agreement between several coders observing the same teaching events.

The second consideration involves the corrections made by the observers on the materials collected from the on-site observation once they are working on the retrospective analysis. In general, these changes are not very frequent in terms of number and selection of instructional stages coded (even less in my position as the researcher). However, the variability increases when the observers record the on-site time for each stage. This seems to be influenced by the amount of attention that, during the on-site observation, is devoted to the tasks of coding the stages, recording the time, and describing the non-verbal behavior of the teacher. The variability in the on-site time could be reduced by stressing the importance of reviewing the data from the on-site observation – both at the end of the lesson and during the retrospective analysis.

Transcription of discourse in the transitions

The following analysis focuses on the extension and the contents of the transitions between the instructional stages. It does not include the segments of stages which were not recorded by all the observers (such as 'b', not coded by the assistants, and 'c', not coded by Assistant 1). An identical or similar extension and accuracy in the transcription would exhibit an acceptable level of agreement regarding the materials to be included in the actual data analysis.

Transition to stage (a)

Assistant 1:	Bueno, bueno (.) ¿Y la corbata? ¿No llevas corbata?
Assistant 2:	Bueno, bueno (5) Y la corbata ¿No llevas corbata, no?

Researcher: Bueno (6) ¿Y la y la corbata? ¿La corbata? ¿No llevas corbata, no?

Transition to stage (d)

Assistant 1: ¿Qué tal la tarea? ¿Bien? Los deberes. ¿Algún problema con los deberes? Yo tengo los deberes ...

Assistant 2: ¿Qué tal vosotros? ¿Bien? ¿Mejor que yo, no? ¿Qué tal la tarea? ¿Bien? ¿Algún problema con los deberes? ¿Sí? ¿No?

Researcher: ¿Mejor que yo, no? ¿Qué tal la tarea? ¿Bien? ¿Los deberes? ¿Algún problema con los deberes? ¿Sí? ¿No? ¿No?

Transition to stage (e)

Assistant 1: Muy bien. Gracias. Vosotros ¿qué tenéis que hacer cada día?

Assistant 2: Vale, muy bien, gracias. Vosotros, ¿qué tenéis que hacer cada día?

Researcher: Vale, muy bien, gracias. Vosotros, vosotros, ¿qué tenéis que hacer cada día?

Transition to stage (f)

Assistant 1: Muy bien /m:/ Hoy no vamos a hablar de comida. Vamos a hablar de médicos de doctores. Pero primero vamos a hablar de x ¿Cómo se dice esto en español?

Assistant 2: Muy bien /m::/ Hoy no vamos a hablar de comida no vamos a hablar de comida. Vamos a hablar de /e:/ médicos de doctores ¿Sí? Pero primero vamos a hablar de partes (.) ¿Cómo se dice esto en español?

Researcher: Muy bien. Hoy no vamos a hablar de comida. No vamos a hablar de comida. Vamos a hablar de: médicos, doctores ¿Sí? Pero primero vamos a hablar de partes ...

Transition to stage (g)

Assistant 1: Muy bien x Aquí tenemos tenemos una niña, verdad, y tenemos ...

Assistant 2: Muy bien x Aquí tenemos tenemos una (.) niña, ¿verdad? ¿Sí? Y tenemos unos espacios en blanco, ¿sí? Vamos a escuchar una cinta y vamos a completar ...

Researcher: Muy bien. Entonces aquí tenemos tenemos un niño ¿verdad? Y tenemos unos espacios en blanco, ¿sí? Vamos a escuchar una cinta y vamos a completar ...

Transition to stage (h)

Assistant 1: ¿Cuál es el número 1?

Assistant 2: ¿Qué tal? ¿Ya está? ¿Sí? (8) ¿Cuál es el, el número 1?

Researcher: ¿Qué tal? ¿Ya está? ¿Sí? (6) ¿Cuál es el número 1?

Transition to stage (i)

Assistant 1: Muy bien

Assistant 2: Muy bien /m:/

Researcher: Muy bien

There was total agreement between the three observers as for the extension of the transition to the stages (a), (b), (f), and (i), and partial agreement in the other transitions. In the transition to stage (h), Assistant 1 did not transcribe words uttered by the teacher to move forward to the new stage. The same happens in the transition to stage (g), although this time the Assistant 1 did not include the words introducing the new stage. On the other hand, neither Assistant 2 nor me wrote down the framing move "I have the homework" transcribed by Assistant 2 in the transition to stage (d). Most likely, the guidelines to determine the boundaries between the transitions were ambiguous for both assistants and myself. Even though we discussed the guidelines before the analysis of the lesson segment, we still had some doubts about the boundaries between the stages.

There were more discrepancies in the contents of the transcriptions, presumably caused by lack of training in the transcription of recorded speech. For example, in the transition to (a) Assistant 1 did not specify the length of the pause, although apparently it was longer than 5 sec. Also, both assistants did not transcribe the repetition of the question "¿La corbata?" ('the tie?'). Assistant 1 did not write down twice the phrase "No vamos a hablar de comida" ('we are not going to talk about food') in the transition to stage (f), while Assistant 2 and the researcher did.

Further inconsistencies are found in single words such as "vale," "bueno," "bien," etc., and gambits such as "¿sí?," "¿no?," and "¿verdad?" Finally, there was some disagreement in the use of punctuation marks, e.g., "los deberes" ('the homework') in the transition to stage (d). As with the extension of the transitions, I made some modifications on the guidelines detailed in the handout, in order to improve the quality of the contents, and the transcription conventions to be used.

"Observations – Transcription Stages"

- Disciplinary Management (DM): Attention to issues of discipline; e.g., teacher reaction to talking and laughing while new contents of the lesson are being introduced, not paying attention, etc.

- Administrative Management (AM): Information about administrative matters related to the course – e.g., class attendance, absent students, evaluation procedures, field trips, etc. – the school – and the physical organization of the classroom–pedagogic materials and furniture.

- Social Management (SM): Information or interaction with the student(s) about topics not directly related to the planned contents of the lesson, nor to the target language or culture, e.g., teacher making comments about his/her personal life – or about the student(s)' – while presenting contents, etc.

- Facilitation of Non-planned Linguistic/Cultural Models (LC): Information about the target language and culture not related to the planned contents of the lesson or the activities to practice them, e.g., greetings, leave-takings, personal anecdotes about the target culture, vocabulary, idioms, grammar items, etc.

- Presentation of Planned Contents (PR): Presentation or review of items from the lesson plan on grammar, functions, culture, etc. It also involves the description of the lesson or unit plan to the students at any time during the lesson.

- Instructions for the Activity (IN): Verbal or non-verbal directions to carry out an activity – including homework, tests, and quizzes – and administration and collection of appropriate materials. Also dates for quizzes and tests, description of content, directions to correct homework in class.

- Activity in Progress (AC): Students working on an activity individually, in groups, or with the teacher. The teacher may participate in the activity – e.g., asking questions, making comments, etc. – or may be seated or standing.

- Assistance During the Activity (AS): Verbal or non-verbal assistance to an individual, group, or entire class while carrying out an activity.

- Feedback After the Activity (FE): Feedback provided after an activity, including further information – e.g., new words, expressions, etc. – or questions related to the activity. This stage also entails asking about or correcting the homework in class.

"Observations – Transcription Discourse"

1. Speaker(s)**

T1	Teacher, using numbers (T1, T2, etc.)
Ob	Observer (in cases in which the teacher asks the observer to participate in the interaction during the transitions; e.g., a request to translate a word from English into Spanish)
M1, M2...	Unidentified male student
F1, F2...	Unidentified female student
UV	Unidentified voice (e.g., a staff member coming in the classroom asking something to the teacher)
LL	Unidentified subgroup of class
LLL	Whole class

2. Turns

2.1. Simultaneous utterances

[[Double left-handed brackets for utterances starting up simultaneously

Tom: [[I used to smoke a lot when I was young
Bob: [[I used to smoke Camel

2.2. Overlap

Indentation to indicate overlap of turns. Otherwise all turns start systematically at extreme left of text space

[Single left-hand bracket to indicate point in which utterances that do not start up simultaneously overlap

Tom: I used to smoke [a lot
Bob: [he thinks he's real tough

2.3. Latching

= Indicate latching, i.e., instances with no interval between the end of a prior and the start of a next part of talk

2.3.1. Latching with change of speakers

Tom: I used to smoke a lot=
Bob: =He thinks he's real tough

2.3.2. Latching by more than one speaker

Tom: I used to smoke a lot=
Bob: =[[He thinks he's real tough
Ann: =[[So did I

2.3.3. Latching at the end of overlapped speech

Tom:	I used to smoke	[a lot=
Bob:		[I see
Ann:	= So did I	

2.3.4. Latching within the same speaker's talk

Tom: I used to smoke a lot=Those were the good years

3. Timed intervals, within and between utterances

3.1. Numbers in parentheses*

(8) The numbers indicate in seconds the length of an interval

3.2. Untimed micro-intervals*

(.) Dots indicate less than a second

3.3. Untimed intervals of longer length

((gap)) Cases in which timing is not achieved. Pause is generally noted within a speaker's
((pause)) turn and gap as occurring between turns

4. Characteristics of speech production

Punctuation marks are used to describe characteristics of speech production. They are not to be interpreted as referring to grammatical units.

4.1. Sound stretch

::: A colon indicates that the prior sound is prolonged. Multiple colons indicate a more prolonged sound

4.2. Cut-Off

- A single dash indicates a cut-off of the prior word or sound (i.e., a noticeable and abrupt termination)

4.3. Intonation

. A period indicates a steep fall in tone *

, A comma indicates a continous intonation, e.g., the kind of rising contour one finds after items in a list *

? Question marks indicate an interrogative intonation

! Exclamation points indicate an animated tone

4.4. Emphasis

ups Underlining indicate emphasis

4.5. Volume

YES Small caps indicate noticeably increased volume *

°me° A degree sign indicates noticeably lower volume *

5. Presentation conventions

yes Roman letters for discourse in English ***

sí Italic letters for discourse in Spanish ***

(( )) Verbal descriptions (i.e., commentaries of any kind related to the talk or the non-verbal behavior of the participants)

( ) Parentheses enclose items of uncertain transcription (other than the timing of intervals) **

/ / Phonemic transcription **

(/ /) Uncertain phonemic transcription **

x Incomprehensible item, probably one word only **

xx Incomprehensible item of phrase length **

xxx Incomprehensible item beyond phrase length **

‘ ‘ Single quotation marks indicate quotation of a word or expression; e.g., “here we’ll use the verb ‘hablar’”***

“ “ Reading aloud texts of any length

° A dot is used to call the reader’s attention to instances of student intervention during transitions or sub-stages*

* An asterisk indicates interaction between the teacher or the student(s) with the observer ***

... Horizontal ellipses indicate that an utterance is partially reported; i.e., parts of the same speaker’s utterance are omitted

Numbering in a transcript is arbitrarily done for convenience or reference. Line numbers are not intended to be measures of timing or number of turns or utterances. Silences between talk may also receive line numbers

"Observations – First Day"

Classroom A

The chairs – movable with an attached tablet – made up 5 orderly columns of 6 chairs each, with approx. 50 cm in between them. The door had a sheet of glass in the upper part. There was a small desk and a built-in closet partially covered with a poster between the door and the wall in the back of the room. In this closet, the teacher stored a variety of materials. On the walls there were a few posters related to the Spanish-speaking world. Between the windows and the wall with the blackboard, there was a large map of Spain. The speaker connected to the principal's office was above the blackboard and next to a TV monitor. Below this monitor, there was a "piñata" (a doll made of colored paper typical of Mexico) representing a fish. The desk had some reference books, and next to it Teacher A had a file cabinet with class materials inside and some books and files on top. On the wall next to the file cabinet, there was an UNICEF poster, and between this poster and the door, a bulletin board with some smaller posters with Spanish words or expressions, announcements and notices. As in the other high schools, this room was assigned to Teacher A, although it also housed a few English classes during his free periods.

Classroom B

There were around 30 chairs – movable with an attached tablet – in orderly columns of seven with around 75-80 cm between them. The room was assigned to the Spanish teacher, and contained a number of pedagogic materials distributed in different areas. The desk where she prepared her classes was in the back of the room, along with a closet, file cabinets, cardboard boxes, and a bookshelf. There also were two or three old computers on the floors. In the rear wall, there was a speaker connected to the principal's office, which did not made any announcement during the first lesson. In the wall of the entrance door, there was a movable VCR and TV, which that day was covered with a Mexican flag. Next to the door – which had two framed sheets of glass in the upper half – there was a sheet of smoked glass covered with a flag of Spain. The front wall had the blackboard, above which there was a watch. The teacher had two other desks in that area. She used the one next to the windows to store reference books and other materials, and the smaller one between the students and the blackboard to arrange the materials for the lessons.

Classroom C

The chairs – movable with an attached tablet – made up five columns with six chairs each. The distance between the columns was approx. 75-80 cm. The door had a sheet of glass in the upper part, and above it there was a speaker connected to the principal's office, which interrupted the first lesson several times with different announcements. The school assigned a classroom to each teacher, so they can arrange and decorate their rooms at their convenience (keeping in mind certain policies with regards to, for instance, making holes in

the walls to hang posters). The two bookshelves near the teacher's desks contained teaching materials such as textbooks, dictionaries, games, realia, etc. The smaller desk next to the window was used by Teacher C to prepare her lessons, while the other desk in the middle of the platform had materials to be used in each lesson. Both the blackboard and the bulletin board on the wall next to the door displayed posters, pictures, drawings, calendars, etc., portraying different aspects of the Spanish and French cultures. There also were a few more posters on the other walls. On the wall opposite to the blackboard there was another door to a small room where the teacher stored more materials.

Classroom D

This classroom housed Spanish courses with the exception of an English class early in the morning. This allowed the teacher to store a diversity of teaching materials in the lower part of the wall opposite to the blackboard: cardboard boxes with textbooks, a bookcase with more books, games, etc. In addition, there were a number of posters with images related to the Hispanic culture displayed on the desk against the same wall. Next to the windows, a few pictures of animals shared the space with some plants. On the wall with the blackboard, there was a map of Spain and, on the floor, more cardboard boxes with books. In the corner next to the door, a middle-size closet contains books and other pedagogic materials–games, realia, etc. Above the board, there was a large hand-made flier with the inscription "Begin Today to Prepare for Tomorrow," and below a smaller one that said "Believe in Yourself." Next to the door, with a wood-framed sheet of glass, a bulletin board displayed a map of Mexico, pictures, calendars, and signs with basic classroom expressions (e.g., "Open your book in page...", "Show me the homework", "The homework is..."). There were about 12 chairs in the classroom, seven of them occupying the center of the carpeted room. Besides mine, there were two other chairs next to the windows.

Classroom E

There were around 35 chairs in the classroom, located in a ground floor. The board was behind the teacher's desk; above there was a white folding screen, and next to it a small bulletin board with a number of brochures displaying information about exchange programs in different Hispanic countries. The door, located at the end of this wall, had a wood-framed sheet of glass taking up the upper half. The inside wall separating classrooms was made up of several sheets of hard plastic that could be folded. The other two walls had two windows each. The wall opposite to the blackboard had a bookcase with a few Spanish texts, magazines, and reference books; it also had another bulletin board, with more brochures and pictures. Other visual materials on the walls were some middle-size posters and small reproductions of paintings, all of them related to Hispanic cultures or artists.

Observations – First Lesson

Course A

As the bell rang, the teacher looked around the room standing near his desk and taking some notes on his roster, possibly related to the attendance. He left the roster on his desk and greeted the students in Spanish, obtaining an immediate and general answer in the same language. Then, he switched into English to introduce the objectives for the lesson – to practice the forms of the Spanish preterite with activities from the textbook. Before the practice, the teacher provided a brief review of the regular forms, which were written on the board – along with the irregular "ser" and "ir" ('to be' and 'to go'). Teacher A reminded the class about the explanations given in the previous lesson about this tense, and then asked individuals and the whole class to volunteer the correct conjugated form of some infinitives.

Next, Teacher A gave directions for the activities, and divided the class into groups of two or three students. Some students moved their chairs in order to face their partners, and this arrangement continued until the end of the lesson. At first, the teacher seated in his chair and spent a few minutes writing and examining some papers. Afterwards, he stood up and began to walk around the classroom checking on the students' work. In general, he did not interrupt except to provide further clarifications about the directions, or when individual students requested his assistance by raising their hand.

The activities took approx. two thirds of the 45-min. lesson. Teacher A alternated his walks around the groups with brief periods in his chair. Near the end of the lesson, he spent around 8-10 min. talking with me about some expressions in Spanish. During this time, the teacher kept attending a number of requests for assistance. He got up and addressed most of the questions next to the student(s), usually bending toward them slightly. At a certain point, a man wearing a white shirt and a tie stood outside the classroom looking at the teacher while he was helping some students. The man left after a minute or two without saying anything.

One of the expressions that we discussed was "tener mucha marcha" ('to be very lively'); Teacher A was familiar with it, but was not sure about its precise meaning. After my explanation, he said that the expression could be applied to Course A, because of the large number of students motivated to learn Spanish, and participate in cooperative activities. He also used the expression to describe one of the female students working at about 150 cm. from us. According to the teacher, that girl was very energetic and active, and sometimes he needed to tell her to calm down and focus on class work.

Toward the end of the lesson, some students began to talk about matters apparently not related to the activities, others remained silent, and some kept their textbooks and

other materials in their bags. At this time, the teacher told me that he liked to give his students a few minutes off before the end of each class, so that they had a chance to chat freely about anything they wanted. This procedure was based on his interest in offering the students a different learning environment from other classes. Teacher A did not introduce me to the class that day. The students saw us talking during the lesson, but there were not any comments from their part either. I did not interact with the students sitting near my position in one of the rear corners of the room – at a distance of 60-70 cm. –, although some times I noticed sporadic looks in my direction.

Course B

Before the observation, I met briefly with the principal in order to obtain his signature for the contracts of confidentiality and schedule. Then I spent a few minutes outside Classroom B waiting until the bell rang and the students left for their next class. After we greeted each other, Teacher B asked me if could read aloud Spanish names for the students. I accepted, and then had her sign the contracts. She moved to the front to welcome the students entering the room at the same time as the bell rang again. When all of them were inside, the teacher asked me whether I would like to be introduced to the class. She presented me as a Spanish instructor observing the class once per week as part of his work toward a doctorate, without further specifications. She also said that I was from Barcelona, Spain, that my dialect was different from hers, and that I had accepted to help her once in a while in activities involving different pronunciations.

The teacher recognized most of the students from their previous Spanish courses, and addressed them by their first name. At first, the students sat down in chairs at their discretion, but the teacher re-allocated them by showing a sketch to the class. The students wrote their names on it, and then moved to their new assigned position. Next, the teacher focused on a list of 4 basic rules for the course, on a board next to the blackboard: (a) Be prepared for class, (b) Listen to directions, (c) Work well with others, and (d) Do your homework carefully. She also referred to a flier above the entrance door that said "Así es la vida" ('Such is life'), with regard to issues such the above-mentioned course rules, punctuality, amount and quality of the assignments, etc.

Teacher B gave the students a "tour around the classroom" (sic), in order to show them the decoration of the room: flags of Spain and Mexico, posters, pictures, calendars, drawings, etc. Next, she distributed the textbooks for the year, and pointed out the importance of handling them with care, since they were property of School B. Then, the teacher described the course objectives, with several references to the familiarity of some students with part of the content. In this respect, the teacher stressed the need to review old items at the beginning, so everyone in class could eventually reach the same level.

The teacher introduced herself in Spanish with the expression "me llamo señora ..." ('my name is Mrs....'), and asked the students for their names. The activity finished

with a "chain" with individuals asking for each other's name. Next, the class chose new names in Spanish. Teacher B gave the option of keeping the same names they had from last year, or finding a new one from a list in the first pages of the textbook. At this point, the teacher requested my help to read the names in front of the class, so that students could hear my pronunciation as a speaker of "Castilian" Spanish.

The final activity was a role-play based on dialogues from the textbook presenting formal and informal greetings. First, the teacher read the dialogues, providing translations in English when requested. Next, she arranged the students in pairs to read the dialogues again, and asked whether any volunteers would like to act one of those conversations in front of the class. Two dialogues were acted by two pairs of students. At the end, the teacher assigned the homework for the following lesson both orally and in writing on the board. After a few clarifications about pages for review and exercises, the teacher announced the end of the lesson. The students got up from their chairs and waited near the door talking among themselves. Meanwhile, the teacher arranged some papers on her desk and spoke to some of the kids.

Course C

I arrived in the classroom 20-25 min. before the students came back from a meeting in the auditorium. Teacher C was talking with two students who had taken one of her courses the previous year, and were now trying to fit another in their schedule. When they left, the teacher and me talked for approx. 10-15 min. about those students, and the attitudes toward Spanish and other foreign languages among the student body of the school.

In her opinion, it was difficult to increase the interest about foreign languages in such a small community as theirs, where the contact with other cultures was very limited, and students hardly felt the pressure or need to communicate in a different language. On the other hand, the teacher pointed out that more students were taking Spanish in the school because of several reasons. First, in recent years a few Hispanic families had moved into the area, and one of them had established a pizzeria where communication in Spanish was possible. Secondly, a growing number of four-year colleges and universities were requiring a minimum of high-school courses in any foreign language as a requirement. Teacher C usually reminded her students that at the college level, L2 instruction moved faster, and was generally provided in the target language by less patient and more demanding instructors. As for the contrast between the higher enrollments in Spanish and the decline of the French program, the teacher mentioned the popularity of Spanish in the United States, especially with regard to its advantages when entering the job market.

A few minutes before the lesson began, the teacher asked me whether I would need the plan for that day, and talked about the preparation for the courses that she did over the summer, overall based on her decision to change the textbook. School C purchased the

books for her courses, which meant that the students could not take them home. In addition, the teacher also had to make copies of a large number of worksheets so that students could have homework. She gave me an estimate number of students enrolled in the course, which could vary during the first week of classes, due to a policy that allowed students to add or drop courses in that period. Finally, the teacher told me of a certain male student taking Course C, whom she considered to be a problematic case – "a student who tends to go off the wall". She hoped that he would eventually not be in the class, because of the difficulties related to dealing with cases like his within the context of a large group.

I took my seat at the back of the room as the students arrived, and the teacher remained next to the door welcoming them in Spanish and English. No student near my position approached me in these 2-3 min., nor during the rest of the lesson. Teacher C moved to the front and, after announcing in English that this was a Spanish I class, she took an index card from her desk and read names in order to allocate students in specific chairs. Among them, the "problematic" student was seated at one of the rear corners. Next, the teacher handed a blue form to each individual after reading their names again from the same index card.

Teacher C began to ask questions in Spanish so students could volunteer their names in the same language. She requested the students to produce complete sentences several times. After the introductions, the next stage was to ask about their condition that morning with expressions such as "¿Cómo estás?" and "¿Qué tal?" ('How are you?,' 'How are you doing?'). The teacher mimed other options: "estoy bien," "estoy cansada," "estoy triste," "estoy contenta," "estoy enferma," etc. ('fine,' 'tired,' 'sad,' happy,' sick'). After obtaining answers from around half of the class, the teacher developed a TPR (Total Physical Response) activity, first giving commands and carrying out herself the actions – e.g., "levántate," "siéntate," "camina," "para," etc. ('stand up,' 'sit down,' walk,' 'stop'). Next, she made the students stand up and follow her directions and movements.

Teacher C put some textbooks in the first chair of each column and asked the students to pass them backwards. She told the students that, unlike other teachers in School C, she provided the books for the course, and therefore they needed to handled with care. She spent 2-3 min. describing the main contents, and then pointed out that grammar was going to be taught in order to (a) understand basic concepts and structures, and (b) be able to complete the activities in a productive and enjoyable manner. The bell rang as the teacher expressed her hopes about learning about Spanish language and cultures.

Course D

My first observation took place the second day of classes. School D had a different academic schedule for the entire first week, because of the accommodation of students in the residence halls. Once all of the students were in the classroom, the teacher

closed the door and went behind his desk, from where he took attendance by checking his roster and looking at the students alternatively.

The teacher spent about a minute to introduce me as a colleague from a nearby institution conducting a study on classroom interaction. He then reminded the students about the assignment – a list of cognates and several comprehension questions from one of the textbooks. Teacher D checked the assignments by leaning over each student, making sporadic comments, and taking notes on his roster. He went back to his desk, and called on individuals by their first name to read aloud five words – and their translation in English – from their lists. The teacher stressed the importance of these words for basic communication, and made some remarks about their pronunciation. Next, he asked the students to read the rest of their lists – about 30 words each – following the same routine. The interaction between teacher and students was maintained mainly in English, except for the Spanish translations of the cognates, and expressions such as "sí," "muy bien," and "bueno" ('yes,' 'very good,' 'ok').

The following stage was a review of the comprehension questions, presented as true/false statements. At this point, the teacher came to my position and handed me a textbook. Back in his desk, he requested individual students to read the statements, and asked the class to indicate whether they were false or true. Teacher D would occasionally interrupt the activity in order to point out a correct answer or add information with the support of a map on the wall next to the door. Not all of the questions were answered because the teacher decided to move on the next stage: characteristics of grammatical gender in Spanish. He asked the class whether they knew what "gender" was in English, and then related the concept to some general rules of gender in Spanish which he wrote on the blackboard. Then, he went back to his desk and had the class open the Spanish grammar book, from which each student would read aloud a fragment of the corresponding section.

Once the students finished reading, Teacher D announced the homework for the following lesson. To this end, he had a chart drawn on one side of the board with the homework for all of his classes. He skimmed through the two textbooks while giving the assignments, and wrote the assignments down on the corresponding void on the board. At the end, the students got up and waited for the bell to ring. Meanwhile, the teacher arranged some papers on his desk and, after 1-2 min. in silence, introduced me again to the students, this time telling them my origin, and reminding them about how often I would observe the course. None of them asked any question, neither did they talk to me during the lesson. After a brief period of silence, the teacher added a few further details about the Spanish gender. When the bell rang, the students left, and the teacher and I scheduled our next meeting and talked about personal matters for a few minutes.

Course E

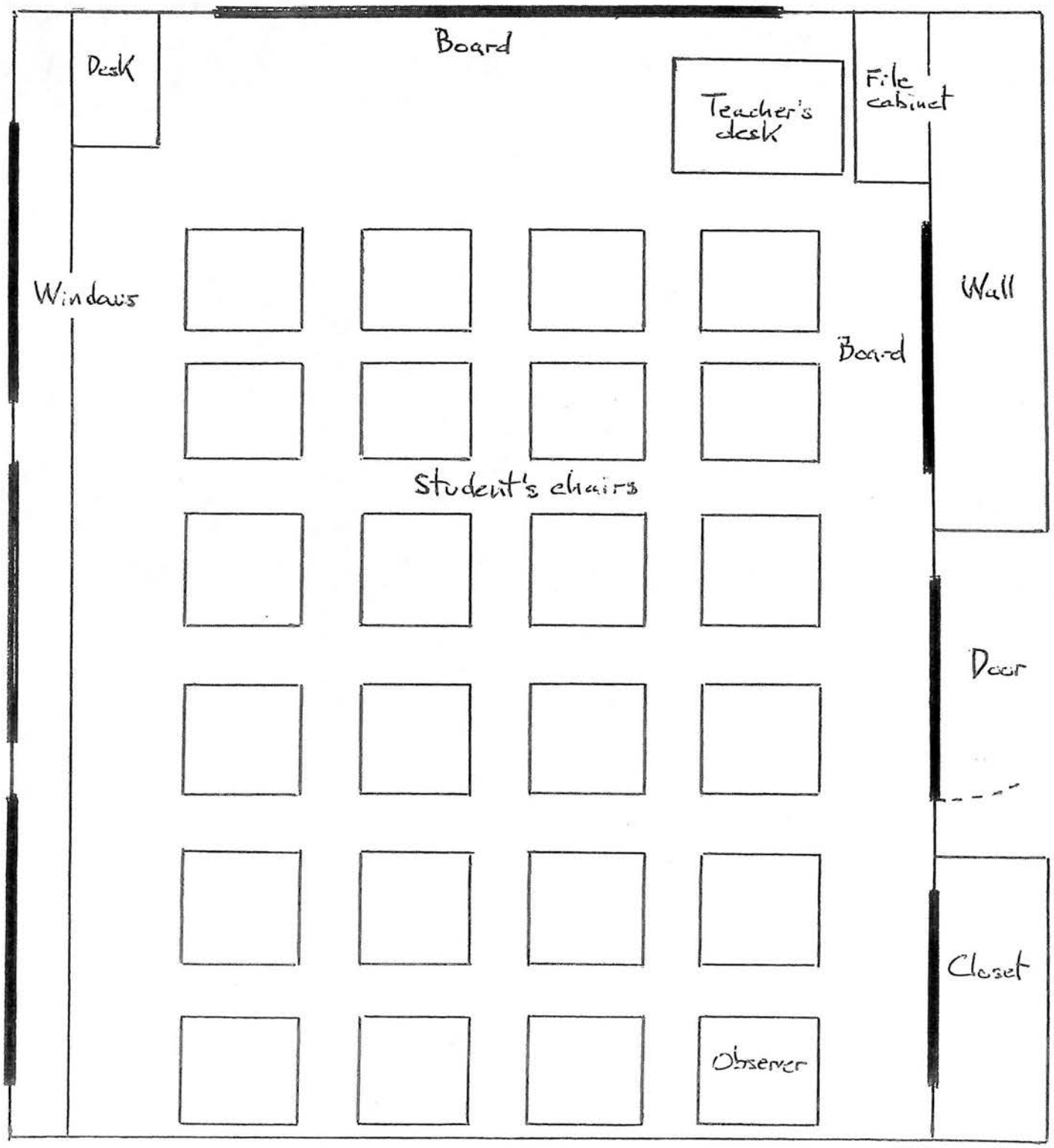
I arrived in the classroom as soon as the previous class ended, a few minutes before Teacher E came in. Following the arrangements made prior the lesson, I took a seat in one of the rear corners of the room. We had also agreed that he would introduce me to the students at an appropriate time, so my interaction with them during those few minutes consisted only of a few casual greetings with those near my position. When the teacher came in, he went directly to his desk, left his materials, and started writing on the blackboard several questions in English with regards to the students' background in learning Spanish and basic personal information such as name, age, origin, phone number in campus, etc. Next, he wrote the Spanish alphabet on the other side of the board. During all this time, he did not say anything to the students.

Teacher E began the lesson in Spanish to have the class pronounce the alphabet. Next, he introduced himself and asked individual students to tell him their names and spell them. Finally, the teacher began to speak in English as he handed the course syllabus and described its contents. He also used English when he distributed index cards for the students to furnish him with information concerning the questions on the board. By the end of the 30-min. period, the students returned the cards, and were reminded about the homework for the next session. Then, Teacher E introduced me as a colleague conducting a project for his doctorate based on classroom observation. He said goodbye to the group in Spanish and the students left the classroom, except for two of them who approached the teacher with queries about the textbook.

The classroom did not have any desks other than the teacher's. Instead, the students sat at their convenience in movable chairs with a tablet attached. At the beginning of the lesson, the chairs were arranged in a semicircle around the teacher's desk, located before the board and 250-300 cm from the chairs, and most students took their seats at their convenience near the front of the class. The teacher did not change these arrangements, and conducted most of the lesson from the center – 100-150 cm from the students –, approaching to the board during the presentation of the alphabet and the description of the questions for the index cards.

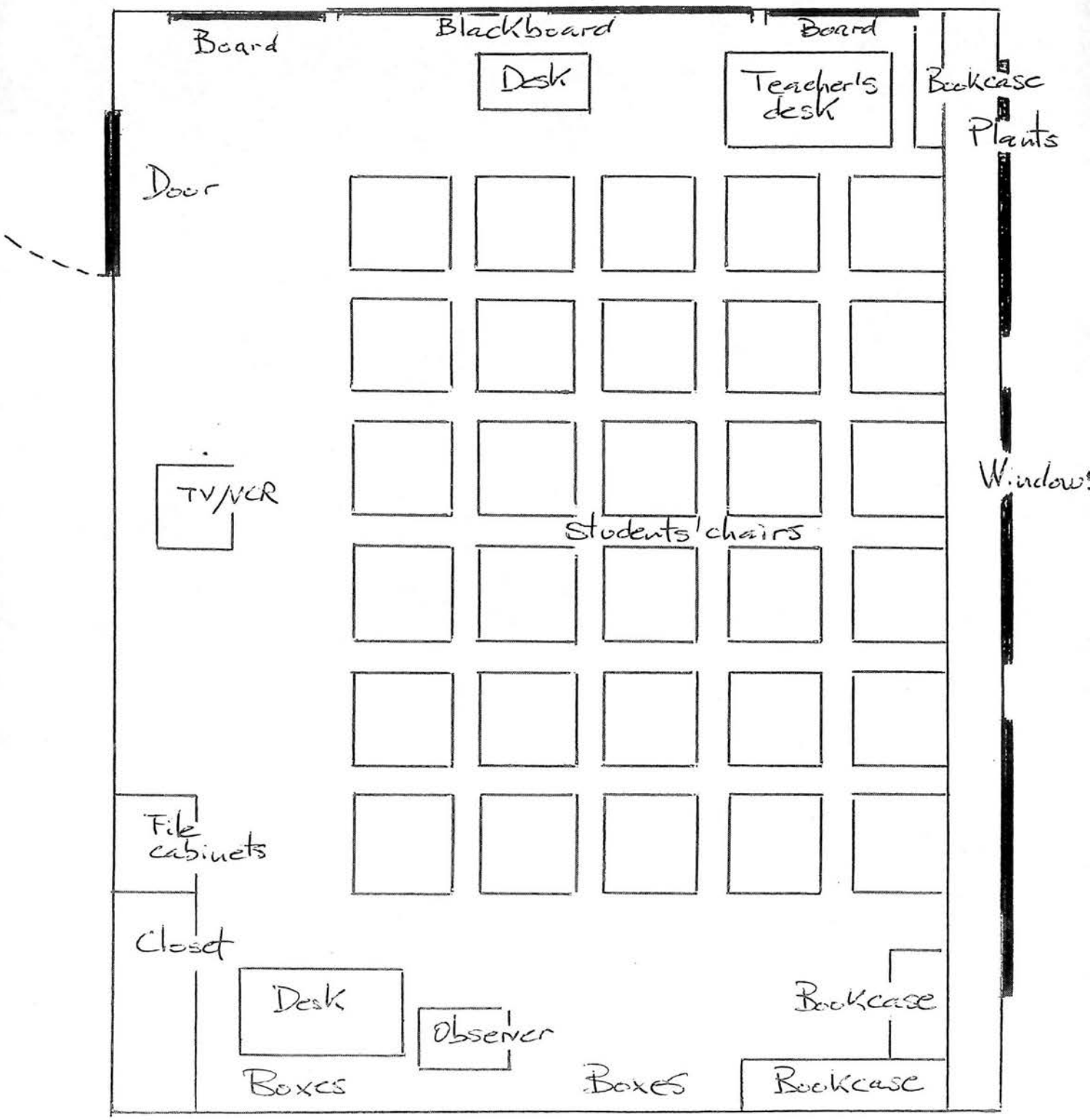
"Observations – First Day"

Classroom A



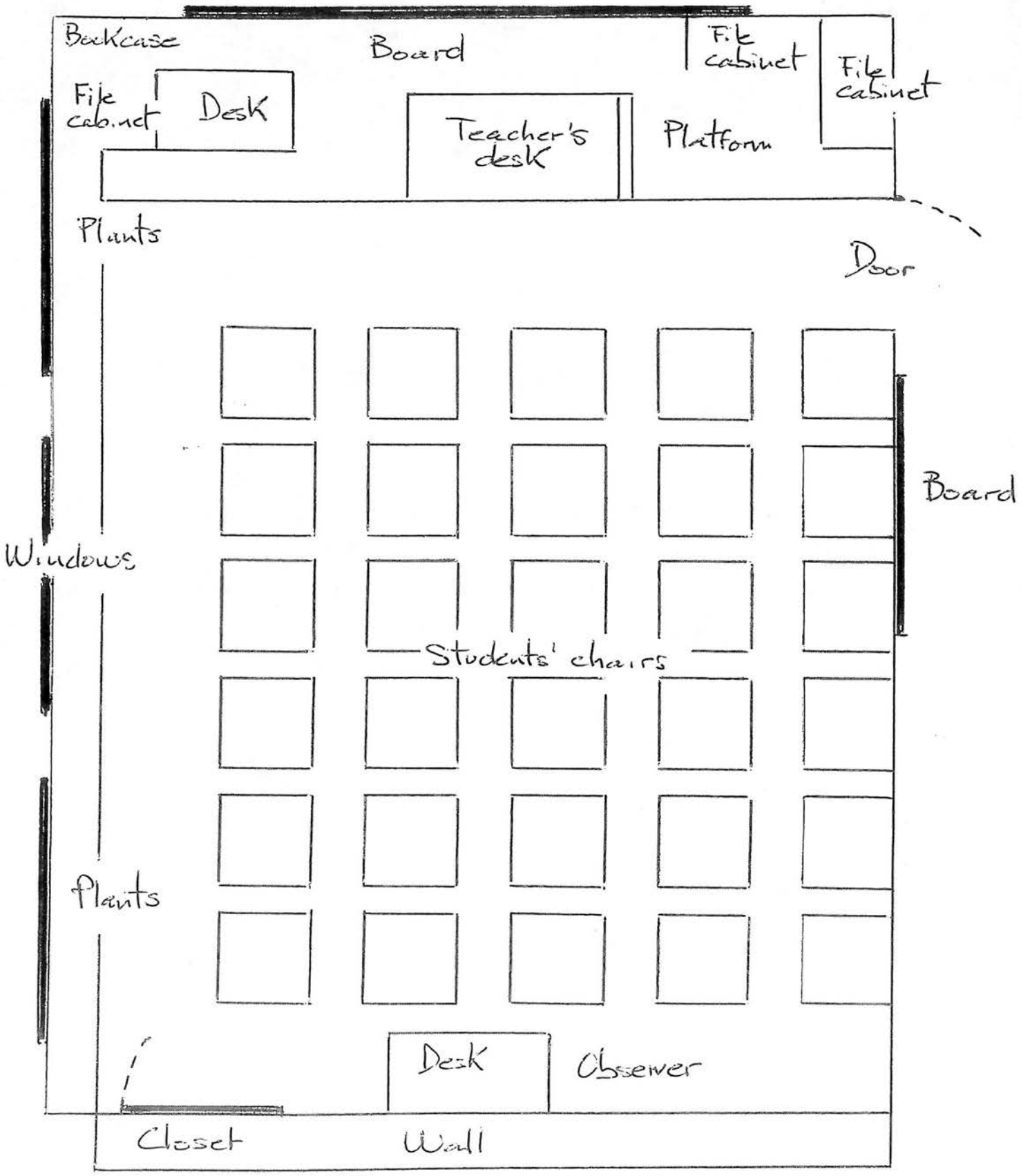
"Observations – First Day"

Classroom B



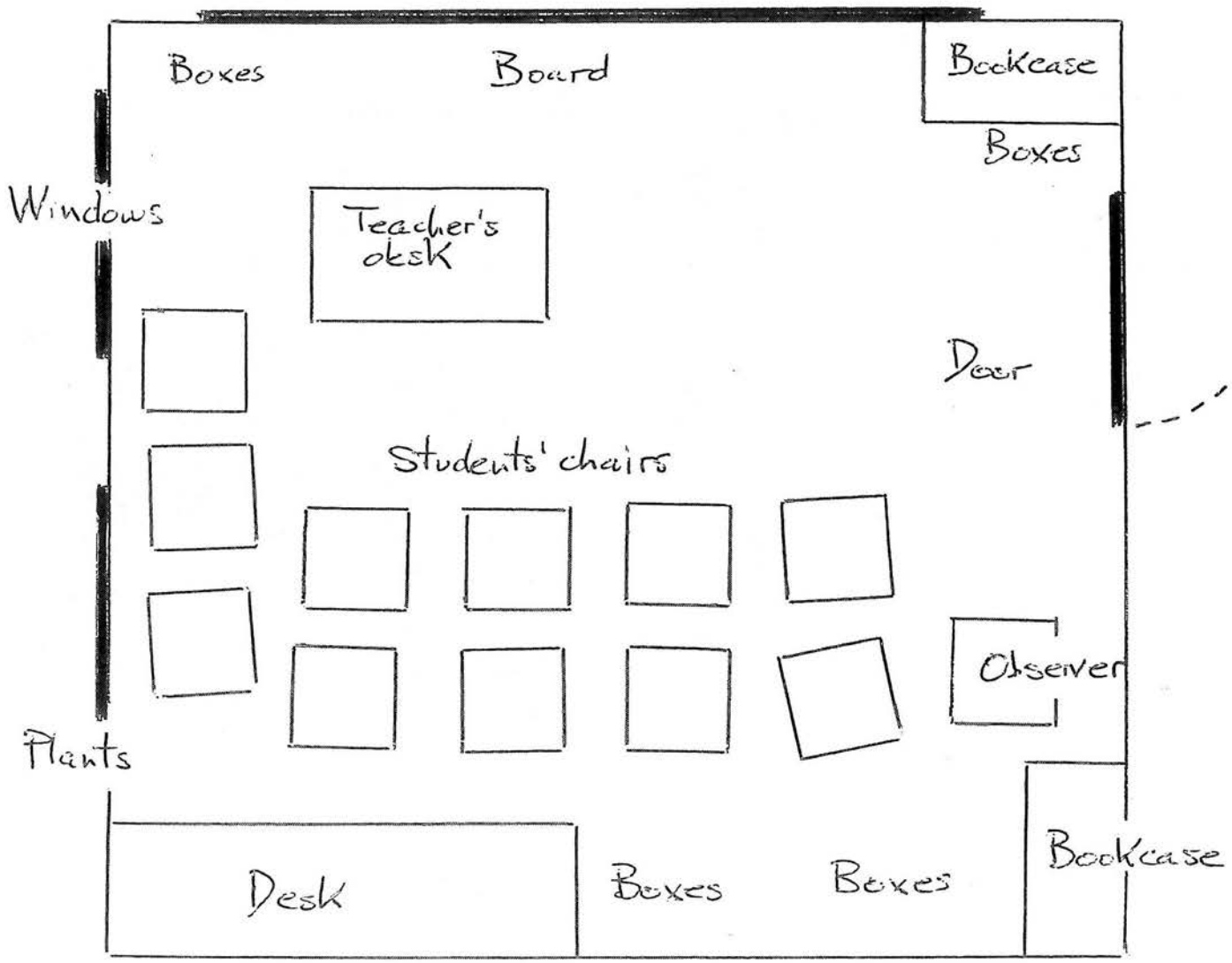
"Observations – First Day"

Classroom C



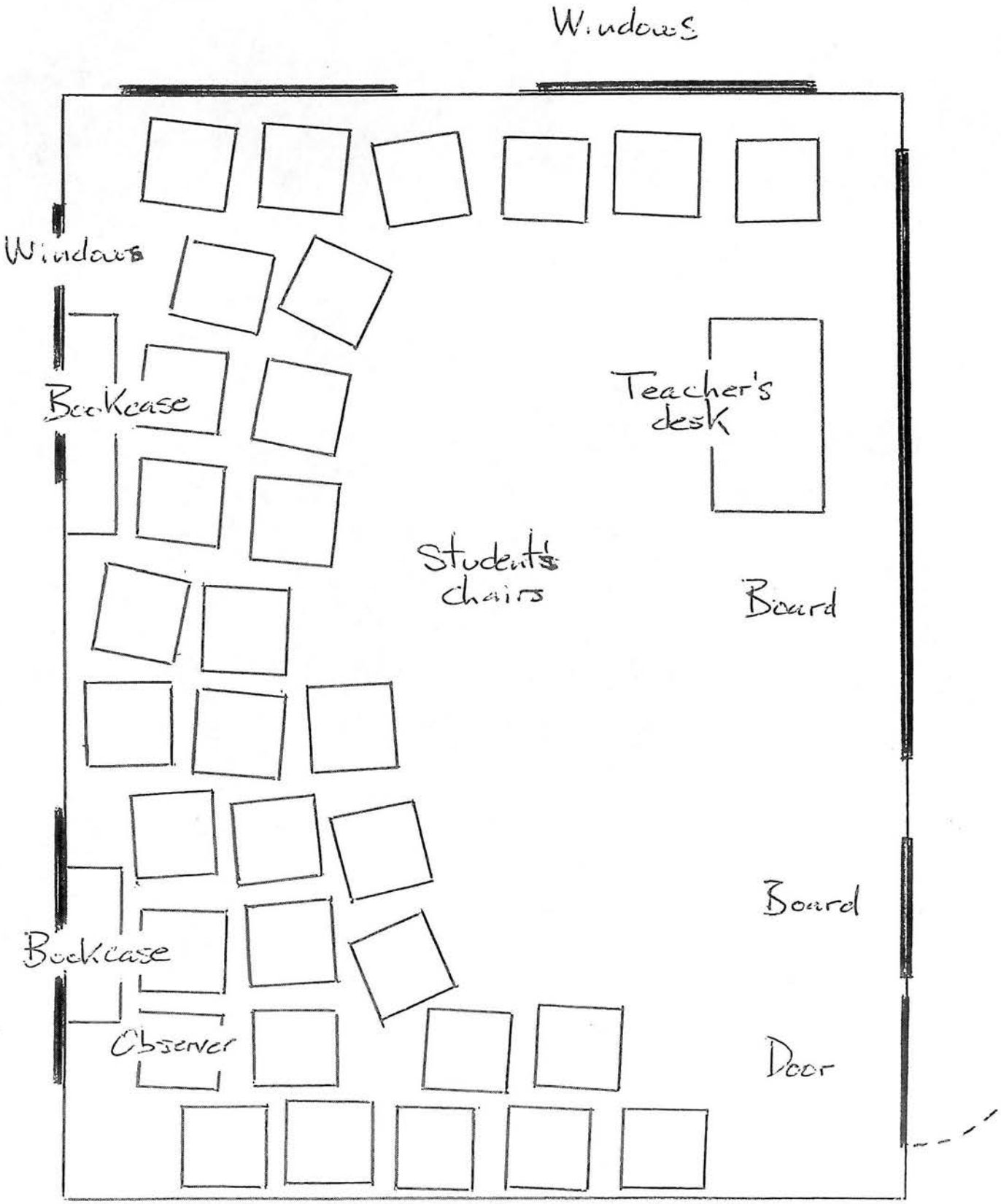
"Observations – First Day"

Classroom D



"Observations – First Day"

Classroom E



"Observations – Lesson Plans"

Teacher A

TEACHER [redacted] ROOM No 110 WEEK BEGINNING 9-8-97

	SUBJECT	Spanish 2		Spanish 3
MONDAY		*Students continue to study the Preterite. 1. Make-up quizzes if necessary 2. Go over homework and collect. 3. Pass out new vocabulary list. 4. Review irregular Preterites. 5. Exam on Wednesday on irregular Preterites. 6. Exs A, B, & C workbook pages 17-19		*Students are evaluated on the Preterite. *Students learn new vocabulary. 1. Time to study for quiz. 2. Administer quiz and monitor. 3. Pass out new vocab list and have students define 4. Pronounce vocab chorally and individually 5 Exs 1, 2, & 3 text pages 3 & 4
TUESDAY		*Students continue to study the Preterite. 1. Review irregular Preterites 2. Go over homework and collect. 3. Pronounce vocabulary chorally and individually. 4 Have students copy list 3 times on p. 23 to learn irregular Preterites. 5 Exam tomorrow.		*Students continue to learn new vocab. 1. Make-up quizzes. 2. Pronounce vocab chorally & individually. 3. Go over homework and collect 4. Oral questioning 5 Exs. 1-3 workbook pages 1 & 2
WEDNESDAY		*Students are evaluated on irregular preterites. *Students continue to learn new vocab. 1. Time to study for exam. 2. Administer exam and monitor 3. Collect homework. 4. Pronounce vocab chorally & individually. 5 Exs. A-C workbook p. 21 to reinforce vocabulary.		*Students continue to learn new vocab dealing with airplanes. 1. Pronounce vocab chorally & individually. 2. Go over homework and collect. 3. Conversation relevant to vocab. 4. Oral questioning with vocab. 6. Have students read p. 5 in the text and do ex. 6 p. 6. Also ex. 7 p. 6.
THURSDAY		*Students continue to learn new vocabulary. 1. Pronounce vocab chorally and individually 2. Dos Grupos to reinforce vocabulary. 3. Go over homework and collect 4. Bingo activity to reinforce vocabulary 5. No homework.		*Students continue to learn new vocab dealing with airplanes. 1. Pronounce vocab chorally & individually. 2. Oral questioning. 3. Go over homework and collect. 4. Read p. 8 text & ex. 9. 5. Activities 1 & 2. 6. Vocab Quiz Tomorrow!
FRIDAY				*Students are evaluated on vocabulary. *Students will learn noun endings. 1. Five minutes to study for quiz. 2. Administer quiz 3. Teach noun endings pages 70-71 in the text.

"Observations – Lesson Plans"
Teacher B

For: Manel
From: Sra. [redacted]

9-11-97

Today students will listen to the names of the Spanish-speaking countries on the tape. Then they will give their 1-2 minute country reports.

Homework will be a quiz on same and previous words.

"Observations – Lesson Plans"

Teacher C

Tues. Sept 2

Warm-up - ¿Qué tal? ¿Cómo estás? ¿Cómo te llamas?
¿De dónde eres?

p. 12-13 Ex. A ask several of them
Ex. B - do with partners
Ex. C - tell different kids to ask
Ex. D - do with partners

mixed: ¿De dónde eres? Soy de + country

Give practice page exercises to familiarize them with maps

"Observations – Lesson Plans"
Teacher D

~~5B III Tuesday~~ #1 + #2

> Review Preguntas Personales - p. 39

> Vocab. a practica p. 39 - 40.
Gr Pract. #1, #2.
Explain that these will be on exam.

> Review reg. verb endings in present Tense for ar, er + ir verbs.

> Review present progressive tense.

"Observations – Lesson Plans"

Teacher E

Clase 3 ** Circulen la lista de Spanish Club 29-VIII-97

1. (10) Para calentar: Pasar lista y pedirles que deletreen los nombres de algunos de los estudiantes: ¿Cómo se escribe _x_?
--Repasar las normas de acentuación ortográfica usando el verbo hablar (p. 11)
--Con la hoja de cognados: ¿Dónde cae el acento (última, penúltima, antepenúltima)? Primero hacerlo en coro, luego volver a empezar y pedirle a cada estudiante que pronuncie una de las palabras de la lista de cognados (abajo con los cambios ortográficos)

2. (20) p. 14: Vocabulario--a) Empezar con la transparencia de las bebidas--repetición con los nombres cubiertos; b) Escuchar el diálogo sin mirar el libro; c) Yo hago el papel del camarero y les pregunto qué desean tomar; d) ¿Te gusta tomar _x_? Sí, (No, no) me gusta tomar _x_. (Escribir sólo la respuesta en la pizárra.) ¿Cuál te gusta más: el café o el té? ¿la cerveza o el vino? ¿los refrescos o los jugos? ¿la limonada o el agua mineral? ¿el té con leche o el té con limón?
--El desayuno y la merienda: Usando la transparencia, repetición y luego preguntarles: ¿Qué es esto? Explicarles un desayuno típico en España (el dibujo del pan tostado)

ce mucho
lor/frío.
ué deseas
tomar?

3. (15) Práctica: p. 18--Ej. A en grupos de tres y Ej. B en cadena

4. (10) p. 19: El artículo indefinido--subraya que todos los sustantivos tienen género, pero con los objetos el género asignado es bastante arbitrario. – la pluma/el bolígrafo
--Ej. C en parejas, Ej. D en grupos de cuatro (siguen en una cadena)

Tarea: TD 20-25 (**gustar + acciones, pronombres personales, presente de los verbos en -ar**) **Prepare themselves to do skits 25 K and L in class; AM 6-8
***Correct Exs. with different colored pen/pencil; p. 8 is the first entry in their blue book "Diario": Ignore the Atajo signs

"Observations – Schedule"

Teacher A

4 September	First day of observations – Sheet A.
11 September	Observation without incidences. No lesson plan at the beginning of the lesson.
18 September	I lose the first 3:22 min because of a problem with the microphone. The rest of the lesson is recorded directly through the tape recorder. No lesson plan at the beginning of the lesson.
25 September	Observation without incidences. No lesson plan at the beginning of the lesson.
2 October	Observation without incidences. Lesson plan at the beginning of the lesson.
9 October	Observation without incidences. No lesson plan at the beginning of the lesson.
16 October	Observation without incidences. No lesson plan at the beginning of the lesson.
23 October	Observation without incidences. Lesson plan at the beginning of the lesson.
30 October	Observation without incidences. No lesson plan at the beginning of the lesson.
6 November	Lesson shorter than usual (32 min. instead of 45 min.) and begins 21 min. earlier. Observation without incidences. No lesson plan at the beginning of the lesson.
13 November	Observation without incidences. Lesson plan at the beginning of the lesson..
20 November	Observation without incidences. Lesson plan at the beginning of the lesson.
27 November	Thanksgiving vacation.
4 December	Observation without incidences. Lesson plan at the beginning of the lesson.
11 December	Observation without incidences. Lesson plan at the beginning of the lesson.

Teacher B

4 September	First day of observations – Sheet A.
11 September	Observation without incidences. Lesson plan at the beginning of the lesson.
18 September	Observation without incidences. Lesson plan at the beginning of the lesson.
25 September	Observation without incidences. Lesson plan at the beginning of the lesson.
2 October	Observation without incidences. Lesson plan at the beginning of the lesson.
9 October	Observation without incidences. Lesson plan at the beginning of the lesson.
16 October	Observation without incidences. Lesson plan at the beginning of the lesson.
23 October	Observation without incidences. Lesson plan at the beginning of the lesson.
30 October	School holiday.
6 November	Field trip to Washington.
13 November	Observation without incidences. Lesson plan at the beginning of the lesson. Until the end of observations, there is a student teacher in the classroom.
20 November	Observation without incidences. Lesson plan at the beginning of the lesson.
27 November	Thanksgiving vacation.
4 December	Observation without incidences. Lesson plan at the beginning of the lesson.
11 December	Observation without incidences. Lesson plan at the beginning of the lesson.

Teacher C

26 August	First day of observations – Sheet A.
2 September	Observation without incidences. Lesson plan at the beginning of the lesson.
9 September	Observation without incidences. Lesson plan at the beginning of the lesson.
16 September	Use of another tape recorder because of technical problems with microphone cable. Lesson plan at the beginning of the lesson.
23 September	Observation without incidences. Lesson plan at the beginning of the lesson.
30 September	Observation without incidences. Lesson plan at the beginning of the lesson.
7 October	Observation without incidences. Lesson plan at the beginning of the lesson.
14 October	Observation without incidences. Lesson plan at the beginning of the lesson.

21 October	Observation without incidences. Lesson plan at the beginning of the lesson.
28 October	Observation without incidences. Lesson plan at the beginning of the lesson.
4 November	Observation without incidences. Lesson plan at the beginning of the lesson.
11 November	Veteran's Day holiday.
18 November	In-service school day.
25 November	Observation without incidences. Lesson plan at the beginning of the lesson.
2 December	School vacation.
9 December	Observation without incidences. Lesson plan at the beginning of the lesson.

Teacher D

9 September	First day of observations – Sheet A.
16 September	Observation without incidences. No lesson plan at the beginning of the lesson.
23 September	Macrolesson. No observation today.
30 September	Observation without incidences. No lesson plan at the beginning of the lesson.
7 October	Observation without incidences. No lesson plan at the beginning of the lesson.
14 October	Observation without incidences. No lesson plan at the beginning of the lesson.
21 October	Macrolesson. No observation today.
28 October	I lose the first 8:50 min because of a problem with the microphone. No lesson plan at the beginning of the lesson.
4 November	Observation without incidences. No lesson plan at the beginning of the lesson.
11 November	Observation without incidences. No lesson plan at the beginning of the lesson.
18 November	Macrolesson. No observation today.
25 November	Observation without incidences. No lesson plan at the beginning of the lesson.
2 December	Observation without incidences. No lesson plan at the beginning of the lesson.
9 December	Observation without incidences. No lesson plan at the beginning of the lesson.

Teacher E

25 August	First day of observations – Sheet A.
29 August	Observation without incidences. Lesson plan at the beginning of the lesson.
5 September	Observation without incidences. Lesson plan at the beginning of the lesson.
12 September	Observation without incidences. Lesson plan at the beginning of the lesson.
19 September	Observation without incidences. Lesson plan at the beginning of the lesson.
26 September	Observation without incidences. Lesson plan at the beginning of the lesson.
3 October	No observation because of technical problems.
10 October	Observation without incidences. Lesson plan at the beginning of the lesson.
17 October	Fall Break.
24 October	Observation without incidences. Lesson plan at the beginning of the lesson.
31 October	Observation without incidences. Lesson plan at the beginning of the lesson.
7 November	Observation without incidences. Lesson plan at the beginning of the lesson.
14 November	No observation because the lesson is entirely devoted to a test.
21 November	Lesson shorter than usual (35-37 min. instead of 55 min.). Observation without incidences. Lesson plan at the beginning of the lesson.
28 November	Thanksgiving vacation.
5 December	Observation without incidences. Lesson plan at the beginning of the lesson.

"Observations – Arrangements"

Teacher A	Physical organization / Occurrences
4 September	First day of observations – Sheet A.
11 September	I arrive with enough time to set the equipment before the students arrive in the classroom. I greet the teacher, and he makes a comment about the weather and about his feeling tired that morning. When I finish setting the equipment and occupy in my position, the teacher is leaning against the frame of the door. Each time a student enters the classroom, he calls his or her attention to the cable on the floor. At the same time, the teacher and I maintain a brief conversation regarding some health problems that his father has recently experienced. I mention some similar problems that my mother has had in the past. The conversation lasts 2-3 minutes, and then the teacher moves to his desk. It is raining quite hard outside, and the classroom looks darker in comparison to the first day of observations. The teacher does not give me the lesson plan at the beginning.
18 September	While setting the equipment, I see some grammar explanations written on the board with the different uses of the Spanish imperfect. There is a note next to the explanations requesting not to erase them. The teacher leaves the classroom right I after I arrived and is out for approx. 3 min. as more students are coming in the room. He comes back before the bell rings, and leaves the door open. Standing next to his desk, he calls on a female student sitting in the first row and talks with her for about 20 sec. The bell rings and the exchange stops. I forget to turn on the microphone, which makes me lose the first 3:22 min of recording. I then unplug the cable of the microphone, so that I can record the lesson directly through the tape recorder (the sound is not as clear).
25 September	I arrive before the previous lesson period ends, and wait outside until the bell rings and students leave the room. The teacher is seated in his chair, and after greeting him, I begin to set the equipment following the usual procedures. The students come in the classroom and pass by the teacher's desk. He greets some of them in Spanish while still sitting in his chair. The temperature in the room seems higher than other days. As more students enter and take their seats, the teacher stands up and walks to the front.
2 October	While I am setting the equipment, the teacher gives me the lesson plan and says that he has made some changes. He points out that "es una lección tranquila" ('it is going to be a quiet lesson'). He looks tired, and when he mentions how the lesson is going to be like, he adds "yo necesito eso" ('I need that'). Next, he moves to the door, and remains leaning against it as the students come in the classroom.On the board there are several examples of comparisons and superlatives in Spanish.
9 October	When I arrive in the classroom, the teacher is outside talking with an older man. I greet them, and come inside to set the equipment. As the student enter the room, the teacher greets some of them from his position outside. On the board, there are some sentences in English and Spanish containing the structure "acabar de + infinitivo" ('to have just + past participle'), and the conjugation of the Spanish present perfect. The teacher is still outside when the bell rings, talking with the same person. He comes in approx. 25 sec. later. There is an electric fan running in the back of the room.
16 October	As I place the microphone on his desk, I ask the teacher whether he has written anything in his journal. He smiles and says he has not written much because of the amount of work he has this year. I joke with him and say that if he does not write more before the end of my observations, I will have to give him an F as his final grade. Then, I walk toward my position to get ready before the lesson begins. The board has the forms of the present progressive in Spanish ("estar + gerund," 'to be + gerund'), along with the conjugation of the verb "estar" ('to be'). There are less students in class today (around 19-20).
23 October	In our conversation before the lesson and while I am setting up the equipment, the teacher tells me that he is tired because of the teacher training courses that he takes in the evenings. He mentions that he needs to take them, and I assume that it is because of the number of credit hours required by the Education State Department for those teachers who seek a permanent position. Today the board has the lesson plan detailed under three points: (a)

exam, (b) vocabulary lists, and (c) exercises 1-3 text, ps. 99-100. After our conversation, I walk toward my position, and the teacher stays in his chair for a few seconds in silence. By the beginning of the lesson, he gets up and walks to the door. Meanwhile, the students who have already come in the room keep silent.

30 October — The teacher leaves the room upon my arrival. While I am setting the equipment, I see some new signs on the board, one of them about a Latin Dance to be held in the school. There also is the conjugation of the Spanish imperfect progressive. When the teacher comes back to the classroom, I notice that he has an adhesive label with his name on his shirt. Finally, when he closes the door after him, I see another flier with information about a Hallowen contest behind the door.

6 November — Today's lesson is shorter than usual (32 min. instead of 45 min.) and begins 21 min. earlier. The teacher called me this morning to inform me about the changes in the schedule, due to a series of school activities. When I arrive and greet him, he is seated in his chair. As the students come in the room, he greets them with one word or nods. The board has the homework for this class and the others conducted by the teacher, organized with boxes.

13 November — After I greet the teacher, he asks me a question related to the form and position of pronouns in Spanish. Then, he makes a comment about my appearance, and asks me whether I feel tired today. I tell him about the amount of work that I have to do for my own classes, and then I mention the name of a female student in one of my classes who took Spanish with him while in high school. We talk a little bit about her, and finally I walk to my position as most of the students have taken their seats.

20 November — The teacher and me held the second interview this morning at 10:15 am in this classroom. Now, while I am setting the equipment, we talk about the school football team, that has passed to the semifinals of its league (there are signs posted in the hallways of the school wishing the team good luck). He gives me the lesson plan, and says that today is going to be a boring lesson, consisting of a review for an upcoming quiz on pronouns and their collocation in sentences. I walk to the back, and the teacher remains seated in his chair without saying anything as the students arrive in the room.

27 November — Thanksgiving vacation.

4 December — The teacher and me talk about the Thanksgiving break for 2-3 minutes before the lesson begins. He leaves the room to make a copy of today's lesson plan. When he comes back, I furnish him with some materials related to a group of Spanish teachers in the area that intends to meet regularly starting next year. The board shows the conjugation of the present perfect tense in Spanish, with the regular endings for the participle and some of its irregular forms. There is a sign next to these materials that says "Don't erase." On top of the board, there is a Christmas garland that goes from one side to the other. There also are two posters with Christmas images near the teacher's desk.

11 December — Today is my last observation for this class. There is a small sign on the board that says "Feliz Navidad" ('Merry Christmas'), and below it the number of days left until the vacation (five). Near the map of Spain at the other side of the board, there is a small list of vocabulary. I notice a large number of empty chairs today–about 5-6 absent students.

Teacher B — Physical organization / Occurrences

4 September — First day of observations – Sheet A.

11 September — I do not have enough time to set all the equipment before the teacher begins the lesson, but I set the chronometer on at the same time as the bell rings. At first, the teacher devotes approximately a minute to write the lesson plan on a sheet leaning over her desk. She comes to my position and gives it to me. I take advantage of this time to get ready for the observation, and write down a few more details about the distribution of the furniture and pedagogic materials in the classroom (to complete the sketch in the Sheet A). There is a map of South America hanging in front of the blackboard.

18 September — I wait for the teacher to finish her previous lesson outside the classroom. There are other students from the class that I observe waiting as well. T steps out of the room, hands me the lesson plan as she greets me, and asks me to come in so that she can introduce me to her English class (a native teacher of Spanish from Barcelona who works for a nearby institution). Then, the students begin to leave the room and I have enough time to set the

equipment before the bell rings. Note: The lesson plan for this lesson includes a Spanish song presented by an exchange student from Colombia and her host sister, a student from the school. In the transcription of the discourse, I refer to the exchange student as 'G1' and her host sister as 'G2.'

25 September — I arrive on time and greet the teacher, who is still saying goodbye to the students from the previous class period. While I set up the equipment, the teacher asks me about how saint's days are celebrated nowadays in Spain, and we talk about this topic for about 1 min. I notice new signs on the board, some in Spanish ("No chicle en la boca," 'No gum in your mouth.' "Es el veinticinco de septiembre. Gracias," 'It's 25 September. Thank you."), and the others in English ("Welcome to class," and "Have a great day"). The students enter the classroom in silence, and one of them approaches the teacher. They talk for around 1 min, and finally the student leaves.

2 October — As I set the equipment, the teacher asks me whether I could substitute her for one lesson in November. I say that I would be glad, and ask her whether we can discuss the details at the end of the period, so that I have enough time to get ready for the observation. There are more flags of different Hispanic countries over the board, and some new pictures of Mexico next to the door. I also notice several new piles of books in the back of the room.

9 October — While I was waiting outside for the previous period to finish, I heard the class singing a birthday song. I enter the classroom and start setting the equipment, the teacher and me greet each other, and she tells me about the 15th birthday of one of the students in that class, and how she told them about the meaning of turning 15 in Mexico. There only are nine students in class today.

16 October — When I enter the room, I notice that the map of South America is on display in the board, and that there is an announcement coming out from the tucan in the billboard that says: "Be sure to join out trip to Mexico!" There are ten students in class today, and one that was usually seated in the back has moved to a chair in the front.

23 October — Right after the previous period finishes, the teacher greets me and leaves the classroom for approx. 2 min. Meanwhile, I set the equipment and take my seat in the back of the room. There is a small desk in the front, between the billboard and the teacher's desk. There is also a new picture above the desk of the King and the Queen of Spain. There are nine students in class today.

30 October — School holiday.

6 November — Field trip to Washington.

13 November — On the board, the map of South America is on display, and there are annotations in Spanish about the forecast for today and tomorrow (announcing snowfalls) along with today's date. The teacher walks to my position while I am organizing the sheets, and tells me that the students have not had class with her for six days because of a field trip to Washington, school meetings, etc. This conversation takes a few seconds of the lesson, and at the end the teacher walks to the front. I notice that one of the heaters underneath the windows makes more noise than usual. Note: From this lesson until the end of my observations, there will be another person attending the class. More specifically, he is a student teacher assisting the teacher as part of his work toward becoming certified to teach Spanish. In the transcriptions, he is referred to with the convention "ST." Also, the Colombian girl who attended the lesson number 2 is today in class as well ("G1" in the transcriptions).

20 November — When I arrive to the classroom, the teacher is in the library with her English class. I enter the room, set the equipment without any interruption, and wait for the teacher to come back for the following period. 2-3 minutes before the beginning of the lesson, the student teacher comes in the classroom, takes a TV/VCR set, and leaves with it. The students start coming in a few seconds later, and the teacher walks to my position to give me the lesson plan along with some explanations related to its content. Meanwhile, the student teacher speaks in Spanish to some students in the front. There are eight students in the classroom today. Note: "ST" stands for the student teacher in the transcription.

27 November — Thanksgiving vacation.

4 December — I arrive in the classroom, and the teacher tells me about a call she made this morning to inform me about an exam the class is to take today. We talk about this issue for a few seconds, and then I give her a letter containing information about a meeting of a group of Spanish teachers working in schools within this area. Next, I set the equipment and take my seat in the back as the bell indicates the beginning of the period. There are ten students in

class today, and the board shows the date, several sentences in Spanish, and a sign saying that it is going to snow soon. Note: "ST" stands for the student teacher in the transcription.

11 December — I set the equipment in silence after greeting the teacher, and as the students arrive in the room, I notice that the general volume of the class is higher than usual. Afterwards, I learn that today is the last day of instruction for the student teacher. The board has today's date in Spanish, a sign saying "Have a wonderful Thursday," and a small brochure with information about Billy the Kid in English.

Teacher C — Physical organization / Occurrences

26 August — First day of observations – Sheet A.

2 September — I arrive in the classroom around 8:00 am. Most students are already there, and they talk among themselves while the teacher is arranging papers in her desk. I greet her and begin to set the equipment. At 8:05 the speaker on top of the board starts making announcements, and at the end plays the national anthem. Everybody in the class stands up and sing it along with the teacher–I am also standing, without singing. She has her right hand on her chest while she sings, and so do some of the students. Then the TV turns itself on and broadcasts a news program for schools, which also contains brief periods for advertising. Some students follow the news, but most are still talking among themselves–mostly with classmates sitting next to them. A male student who seats at the other side of the table where I have the recorder and observation sheets, gets up and goes to the teacher's desk (I call this student "Joe"). He speaks with her about something related to the textbook for this course. When they finish the conversation, the teacher writes her lesson plan on a piece of paper, and comes to my position to hand it to me. Then, she asks me whether I would like to have a textbook. The TV still shows the news, that finish around 4 min after the official time for the beginning of the lesson–according to my watch. I begin counting the time right at the moment that the TV turns off and the teacher begins to talk.

9 September — I arrive around 8 am, greet the teacher and set the equipment while she is giving blue forms to some students and arranging paperwork in her desk. The other students are talking among themselves. Joe is also in class, sitting in front of me in the same desk at the back. He and the teacher discuss for 2-3 min the assignments that he is going to complete during the lesson. Then, the speaker makes some announcements, plays the national anthem, and finally the TV begins with the news program. I notice that some students step on the cord that goes from the microphone on the teacher's desk to my position, and take note of getting a different kind of cord, that would not attract as much attention. Most students are not following the news and keep talking with classmates near their chairs. At a certain point, the teacher addresses the class and says: "Hey folks, if you listen you learn a lot." The class lowers the volume of their conversations, and the teacher remains in her position next to her desk fanning herself. 2-3 min before the lesson, the teacher approaches my desk and gives me the lesson plan. She goes back to the front, and answers a question from a student in the first row – for approx. 30 sec. Finally, she goes to the windowsill, takes as many books as needed for each column, and drops them in the first chair so that the student sitting there can pass the books to his or her classmates behind.

16 September — Because of technical problems with the tape recorder during the initial arrangements, I set a smaller recorder on top of the teacher's desk (the recording will be less clear in the retrospective observation). Meanwhile, the teacher arranges papers in the same area, and the students talk among themselves until the speaker begins with the announcements for today, followed by the national anthem and the TV school news. There are several plants on my desk, and an electric fan between me and the wall. On the board, there are some words in English – names – and Spanish – times and dates. A female student leaves the room to take part in a school election, as two other students enter. All of them inform the teacher about their movements. As in the previous lessons, the attention to the TV news varies according to a general pattern in the room: the first rows and a small section in the back tend to remain silent and watch the news, while the other students seem not to be much interested and talk with their classmates sitting across the aisle or behind them. The room seems hotter than in previous observations. Right before the beginning of the lesson, the teacher walks to my position to give me the lesson plan, and then tries to open a window near her desk. She

desists after several attempts, and walks to the front as the TV turns itself off. Joe is also in class, but today he will remain in his seat for most of the lesson.

23 September — I arrive when the national anthem is being played, and wait outside the room until it ends. When I come in, I notice on the board the oath translated into Spanish. On the other side, there is a box with the contents of an upcoming quiz. Today the news in the school channel are related to safety measures when driving. The teacher is watching them from her usual position, next to her desk on top of the platform, and this time she asks questions to the class about whether they fasten their belts when driving. Next, she speaks with a male student who has got up and walked to her desk. While they are talking, I take note of what a new sign on the board says: "Nunca sabe cuánto uno puede hacer hasta que lo intenta" ('One can never know how much s/he can do until s/he tries'). There are 25 students in class.

30 September — I arrive 15 min. before the lesson begins, and set the equipment after greeting the teacher, who is standing next to her desk arranging papers and looking at the textbook. There is an open window next to her desk. The usual routine before the lesson takes place without any incident: the school announcements, the national anthem, the oath in Spanish, and the news in the school channel. At 8:14 am the teacher walks to my position and gives me the lesson plan for today.

7 October — Today, the translation in Spanish of the oath is written in a white cardboard posted on the upper-left corner of the board. There also are some Spanish and French words and expressions in the center. The general volume of the class seems louder today, and it is difficult to hear the announcements made by the speaker. Meanwhile, the teacher talks with a number of students who approach her at the desk. In the section to the right of the board, there are three boxes containing the assignments for the Spanish courses. The teacher requests the class attention when the school news on the TV talk about the Hispanic Heritage Month.

14 October — As I set the microphone on her desk, the teacher asks me about my Fall Break vacation, and at the end exclaims: "Oh, these college kids!" I go to my position, and she writes two boxes on the board, where she includes information about upcoming assignments. At first, the class seemed emptier than usual, but as the initial minutes go by with the announcements, the anthem, and the TV news, some students arrive and take their seats in silence. The teacher calls the attention of the class once during the news, to ask them to pay a little more interest in issues that are of relevance for them. Next, she begins to write something on a piece of paper.

21 October — As I walk to my position in the back of the room, a female student in that area smiles at me and says: "Oh, oh, he's gonna record today." I smile too and start setting the equipment. When I lay the microphone on the teacher's desk, she shows me an invitation for a wedding in Spain that she has received, and asks me what the abbreviation "Rte." means ("restaurante"). I go back to my seat, and the teacher reminds the class about the warning she gave them yesterday about the noise made during the TV news. In her words, if they do not keep quiet today, "you'll have a full hour of me."

28 October — I arrive a little earlier than usual, and spend a few minutes before the announcements talking with the teacher about the weather of the past days. On the billboard next to the door there are a number of illustrations related to the Day of the Death, a Mexican tradition on the first day of November. When the students come in the room, I have already set up the microphone and the cord from the teacher's desk. The same female student that made a comment about my recording the lesson last week trips on the cord, and the mic falls on the floor. She immediately looks at me, and I shake my head not giving the event much importance. After the announcements, the anthem, and the oath, the teacher takes notes and arranges papers until the school news on the TV finish.

4 November — As I start setting up the equipment, the teacher informs me that they will not have classes next week because of the Veteran's Day holiday. We then decide to hold the second interview on that same day, since the teachers are required to spend the day in the school (it is an "in-service day" for them). Before the announcements, the teacher addresses the class to remind them about the quiz they have today: "We're having a quiz, folks. I'd look into my notes." She gives me the lesson plan before the lesson starts, smiling and saying "no hay mucho hoy, sólo una prueba. Lo siento" ('There isn't much today, only a quiz. I'm sorry'). The cardboard with the Spanish translation of the oath is not posted on the board. Some of them recite it in Spanish along with the teacher.

11 November	Veteran's Day holiday.
18 November	In-service school day.
25 November	I arrive a little later in comparison with my usual schedule, by the time the class is watching the school news on TV. There is a new poster portraying French paintings on the wall next to the door. I also notice several changes in the seating arrangements: Maurice has moved to the first row, two black girls are seating one behind the other in the back, and Joe has taken a seat in the rear part of a column near the other students (instead of his habitual position in front of me at the back).
2 December	School vacation.
9 December	When I arrive, the teacher asks me why I look tired, and I tell her about the last days of the semester in my institution. As I set the microphone on the teacher's desk, a female student approaches me and tells the teacher and me that the class should have a party since today is the last day of my observations. The teacher tells her that we will wait until January, and the student goes to her seat without making any comment. Besides the usual boxes for the homework, the board today has lists of words in English and Spanish ordered in columns.

Teacher D

Physical organization / Occurrences

9 September	First day of observations – Sheet A.
16 September	I enter the classroom around 3 min before 10:30 am, greet the teacher and start setting the equipment. Meanwhile, the teacher arranges the chairs forming a semicircle with two rows. The students come in the classroom and take their seats in silence. One of them stays up looking at some pictures of cats on the wall opposite to the door. Today there are 5 students in class–one of them was not in class in my first observation. There is a new sign above the board that says "¿Puedo ver la tarea, por favor? Saca la tarea, por favor" ('Can I see the homework, please? Show the homework, please'). The computers in the back of the room are today installed on top of a large table, and there is a map of South America on the blackboard.
23 September	Macrolesson
30 September	I arrive just on time before the beginning of the lesson. All the students are already in their seats, and the teacher is arranging some papers standing behind his desk.There are 5 students today, four seated in the first row and one in the second row. I notice a few new signs above the board and on the wall next to the door. Later in the lesson, I learn that the absent student has left with the teacher's permission to take care of a school-related activity (the yearbook).
7 October	There are some pictures and drawings around the classroom portraying families of students from other courses, and in front of the teacher's desk, there is a sign that provides guidelines concerning the appropriate preparation of the homework. Today, all of the girls are in class, six in total. The door of the classroom is open, and will not be closed until the end of the lesson.
14 October	I arrive with enough time to set the equipment and chat with the teacher about our plans for the weekend, a recent trip I made to Philadelphia, and a flea market located in the center of that city. When the first students come in the room in silence and take their seats, I walk to my position and the teacher arranges some papers behind his desk. Today there are five students in class.
21 October	Macrolesson
28 October	After greeting the teacher, we talk for a while about the advanced course he teaches before the lesson. He tells me about the book that he is using, by Federico García Lorca, and how the students have reacted to it. There are many new ornaments on the wall with the windows and above the board, most of them masks of different colours made of paper. All the masks have a label with information in Spanish about their meaning. Because of a technical problem with the tape recorder and the cord, I could not record the first 8.5 min of the lesson.
4 November	As I set the equipment, the teacher is standing next to the door and asking the students coming in the classroom to form a circle with the chairs. There are many more masks on the walls, all of them portraying all sorts of animals and images from popular tales (witches, skulls, demons, princesses, etc.). On the board there are the usual boxes for the assignments given to each class, today's date, the days of the week, and the subject pronouns followed by the endings for the Spanish regular verbs.

11 November	Today the walls of the classroom display a number of cardboards (around 13-15) portraying the families of students from other Spanish courses. As I enter the room, the teacher asks me to listen to a recording of a famous Spanish poet who also played the piano (the teacher used this material in the previous lesson). We listen to it for a while, and talk about my borrowing it some time. All of the students (except Drew, who does not attend this lesson) arrive earlier than usual. The teacher informs them about a student in the school who has suffered an accident and is now in the hospital. He does not know much about her current situation, and hopes it will not be serious. The students do not say anything.
18 November	Macrolesson
25 November	After the usual greetings, the teacher and me talk for a while about these last days before Christmas, with final exams in my institution and midterm exams in his. When I take my seat in the back, I see some questions in English on the board. The cardboards portraying families of students taking Spanish remain on the walls. There are four students in class today, because one of them is attending a meeting.
2 December	As soon as I enter the class and greet the teacher, he informs me about the death of a student in a traffic accident during the Thanksgiving vacation. She was an international student from Mexico, and the teacher says that the school community is going through a strong shock, especially among the closer friends of the deceased girl and the other Mexican students. One of the students talks with the teacher near his desk.
9 December	I arrive 2-3 min. before the beginning of the period, and set the equipment right after greeting the teacher. While he is taking notes standing behind his desk, a student from another class comes in and leaves an orange on the chair of one of the students. Then, the outsider goes out without saying anything. The board has today's date (it seems that it was written by a student), and the usual boxes for the homework that the teacher assigns to each of his courses.

Teacher E

Physical organization / Occurrences

25 August	First day of observations – Sheet A.
29 August	The overhead is placed in the center of the room. As in the first class that I observed, the students – 15 when I enter the classroom – take their seats forming a "U" around the teacher's desk, at a distance of approx. 3 m. While I set the equipment, a female student addresses a question in English to the teacher, who is arranging papers on his desk. The teacher walks to where the student is seated, and then talks with her.
5 September	Today the chairs are arranged forming a circle (later on, I learn that the previous class is based on open discussions coordinated by the instructor). The teacher arrives in the room with a tape recorder while I set the equipment – approx. 2-3 min. before the beginning of the lesson. He starts arranging the materials for today on his desk at the same time as he discusses the situation of a female student in the school with some of the students who arrived before him.
12 September	I arrive just on time to set the equipment and take my seat without interrupting the beginning of the lesson–these notes are taken after it finished. The overhead projector is placed in the center of the classroom, and the desk is today against the board. Instead of the semicircle of chairs in previous lessons, the students are seated in two rows near the back of the room. When I came in, there were approx. 12 students, but more arrive in the room during the first 5 min. of lesson–to a total of 7 males and 10 females.
19 September	After handing me a copy of the lesson plan for today, the teacher places the overhead projector in the center of the room. Next, he goes behind his desk and takes some notes there for approx. 1 min.. In the meantime, the students come in the room and take their seats without saying anything to the teacher. There is a tape recorder on the desk.
26 September	The teacher comes in the classroom approx. 2 min. before the official time. Without addressing the students already in the room, he leaves his book and materials on the desk, and places the overhead in the center. Meanwhile, other students arrive and take seat in their usual spots. Some of those who usually seat near my position greet me in English. The teacher is now behind his desk, taking attendance in silence, looking at the class and his roster alternately.
3 October	Technical problems caused by delay in arriving in the classroom.
10 October	The teacher comes in the room and without addressing the students who are already there,

places the overhead projector in the center. Then, he asks a question about an email address to a male student, and walks to my position to hand me the lesson plan. Back behind his desk, the teacher arranges papers and looks at the students alternately. There are fewer students than usual – approx. 12 at the beginning of the lesson –, because today is the last day before the Fall Break.

17 October — Fall Break.

24 October — The teacher is already in the classroom when I arrive and begin to set the equipment. He has placed the overhead projector in the center of the room and checks it. It does not work, and the teacher takes it outside the room.

31 October — I arrive late this morning, with enough time to set the equipment without interrupting the beginning of the lesson. While I arrange my materials, the teacher is standing behind his desk taking attendance in silence.

7 November — As I set the equipment for the observation, the students get up and give the teacher their assignments for today. The teacher thanks them in Spanish from behind his desk while he arranges papers. Standing in the same position, he smiles and announces the song that the class will sing by the end of the lesson, and then focuses his attention on his papers again.

14 November — Technical problems with the tape recorder.

21 November — The teacher is not in the classroom by the official beginning of the lesson. All of the students have taken their usual seats, and two minutes past 10:00 am, a colleague of the teacher from the Department of Foreign Languages comes in the room. He is going to distribute among the student the evaluation forms for this course, a procedure followed every semester. The process takes in total approx. 18 min. I decide to stop the tape recorder and wait until the evaluation finishes and the Spanish teacher begins the lesson, which will be noticeably shorter than the others (approx. 35-37 min.)

28 November — Thanksgiving vacation.

5 December — The teacher is not in the classroom when I arrive. The lights are off and the students are talking among themselves. The desk is placed against the board, and there are some chairs before it. As more students come in the room, some of them move these chairs aside to form with them the usual semicircle.

"Observations – Transitions"

Teacher A

• Words and expressions functioning as focusing or framing moves were generally the same for both types: "muy bien" or "bien" ('very good,' 'good'), "ok," "bueno" ('ok'), "all right," "excelente" ('excellent'), and "good" – order based on an estimate of occurrence.
• A larger number of framing moves were observed at the end of FE or AC, often with a tone of encouragement for the student(s) involved in the activity; e.g., "((at the end of AC)) Muy bien, muy bien clase, excelente, excelente." During the stimulated recall in the third interview, the teacher stressed the importance of giving students positive reinforcement even in cases when their performance was not as good (see pages 186-187)
• Commands were the most prevailing verb forms for transition between most of the stages, appearing in both English and Spanish: "mira" ('look'), "escúchenme" ('listen'), "vamos" or "vámonos" ('let's go'). In general, the teacher conveyed these commands in Spanish, frequently combined with the English translation. Occasionally, commands would be followed – or replaced – by verbs in the first plural person of the present tense, especially as part of IN: "Vámonos, let's get back in our seats! Abran los libros, textos, los libros (.) Estudiamos el pretérito y el imperfecto" ('we study the preterit and the imperfect')
• The teacher often used the word "clase" ('class') to refer to the whole group during the transitions, generally as a focusing move: "muy bien, clase, ahora vamos a corregir la tarea," 'very good, class, now we're going to go over the homework.' This term appeared more often in the transitions into IN, and as part of the framing moves after FE.
• A fairly large percentage of framing moves – esp. in IN, PR, and FE – consisted of a question addressed to the entire class: "¿Comprenden clase?" ('do you understand, class?'), often followed by another question: "¿Sí o no?" ('yes or no?'). In longer PR concerning grammar structures, the teacher would address more questions after the previous sequence, such as "¿Hay preguntas, sí o no?" ('are there questions, yes or no?'), "¿Seguro?" ('are you sure?'), often in combination with their English translation. In three instances, transitions from PR into a new stage included a brief summary in English of what had been presented in PR – grammar structures –; e.g., "Ok, just some other uses of the imperfect tense, some other uses of the imperfect tense."
• The combination of English and Spanish during the transitions took place during the entire period of observations, particularly in the context of IN. Transitions into PR were often in English, in accordance with the comments made by the teacher during the stimulated recall – keeping students focused, providing clear explanations about grammar, etc. The combinations usually consisted of complete sentences or phrases in either language, rather than isolated words; e.g., "Ok clase, abran los libros, open your books en la página ciento cincuenta y seis xx, one five six one five seven. ¡Vamos! (1)" (lesson 13, 1:59)
• The discourse of the teacher during the transitions exhibited a remarkably low frequency of instances of self-corrections and lapses. Pauses were often caused by

changes in the physical position of the teacher, especially during IN for AC in which students would need paper or other materials. They also appeared more frequently during transitions uttered only in Spanish – see the example concerning repetitions.
• The teacher seemed to (a) stretch the sound of words and expressions during the transitions, (b) provide emphasis to focusing and framing moves, and/or (c) increase the volume of certain expressions such as "excelente," "¿sí o no?," and the command forms.
• Considering the effect of contextual factors such as the location of the microphone, the tendency of the teacher to remain in the front, etc., his discourse was quite clear in the recordings, with a low occurrence of incomprehensible items, or items of uncertain transcription.
• Repetitions were infrequent, and tended to occur in transitions where the teacher only spoke Spanish – in most occasions, focusing moves in IN –; e.g., "Clase, la página (.) la página treinta, la página treinta en el texto, en el texto, en el libro, (1) la página treinta en el libro hay un ejercicio (1). Solamente un ejercicio, ejercicio 8 …" (lesson 2, 28:09). At the end of these stages, the teacher often addressed the above-mentioned question "¿Comprenden clase?".
• As described in the report concerning the on-site observation, the physical position of the teacher presented rather definite patterns. In general, during the transitions he tended to remain still facing the class, and change his position as the stage moved forward. These changes would then be related to the content of the particular stage in which the class would get engaged.

Teacher B

• The more common one-word focusing and framing moves were "bueno," "bueno, bueno," "all right," "good," and "ok" – in this order. In general, they did not appear by themselves, but in combination with phrases or complete sentences – esp. "bueno" and "all right." "Bueno" was frequently recorded as part of a focusing move, while "all right" occurred in both positions.
• The few instances of questions in the transitions often consisted of one-word framing moves – esp. "all right?" and "ok?". Transitions in lessons mainly devoted to reviewing materials for a test some times combined the above one-word moves with questions such as "¿Hay preguntas?," "¿No hay preguntas?", etc. – some times along with the English form ('Are there any questions?').
• Present, immediate future or future verb forms were more frequent than commands, and expressed with the pronoun "we" ('we need to,' 'we are going to,' we'll see,' etc.). In PR and IN, these forms would often be followed by requests addressed to individual students in order to read paragraphs from the book, answer questions, construct dialogues, etc. Examples: "¿Voluntarios? ¡Levanten la mano! Excelente, bueno ((LL raise their hands)). Chris y Tara. Bueno, escuchen bien" ('Any volunteers? Raise your hands! Excellent, good. Chris and Tara. Ok, listen well').
• Certain commands – "escuchen bien" ('listen well'), "vámonos" ('let's go'), "abran los libros" ('open your books'), etc. tended to appear more often in Spanish. Likewise,

certain words or expressions appeared always in Spanish: "página" ('page'), "ejercicio" ('exercise'), "libro" ('book'), "cuaderno" ('notebook'), "por favor" ('please'), etc.
• The term "clase" was employed to refer to the whole class during the transitions, although the teacher would more often call on individual students – some of them had chosen a Spanish version of their first name; e.g., "Carlitos," "Esteban," "Emilia," etc.
• Most framing moves were related to the teacher's intention to move on the next stage – rather than providing summaries of the previous stage – and tended to be shorter than the focusing moves. Also, the framing moves exhibited a lower incidence of interruptions or interventions.
• Focusing moves toward IN and FE tended to begin with one word, phrase or sentence in Spanish, followed by translations or other forms in English. This language was often the choice in PR.
• As the period of observation advanced, focusing and framing moves in certain stages – IN and AC – included more words or expressions in Spanish (with the exception of lessons in which the teacher seemed not to have enough time to cover the materials in her plan). On the other hand, the structure of transitions into other stages – PR, FE, LC, etc. – showed similar characteristics.
• The combination of English and Spanish in the transitions took place at two main levels: (a) phrases or complete sentences (e.g., "bueno, flip the page. En página cincuenta y ocho," "all right, mira la lista, look at the list), and more frequently (b) isolated words or expressions in Spanish incorporated into utterances in English (e.g., "this should be muy fácil," "let's go a la derecha," "Anyone no have la tarea?").
• Instances of self-correction or lapses were not frequently recorded. As in the case of pauses – often less than five seconds –, they tended to occur in transitions containing interruptions or interventions.
• Except for a number of episodes involving sDM, I did not note any instances of noticeable changes as to volume or emphasis in the teacher's discourse. Rather, it seemed to maintain a regular level, even during episodes of unsolicited student interventions. As for the students, changes in volume were recorded in several lesson openings, specifically when they replied to the teacher's greeting conveyed in Spanish.
• Hesitations and sustained pronunciation of the phonemes /a/ and /m/ appeared with a certain frequency as focusing moves during transitions (a) with interruptions or interventions, and/or (b) to IN or PR involving somewhat complex directions for AC or FE and presentations of new contents, respectively.
• Despite the teacher's tendency to remain in the front – near the microphone –, her discourse was difficult to comprehend during transitions with interruptions or interventions. In general, the length of incomprehensible items was not beyond a phrase.
• Repetitions were rarely noticed in the teacher's discourse. The few instances recorded occurred as focusing or framing moves in transitions conveyed in Spanish: "y ahora atentos-atentos sobre 'sí' y aquí', tú tienes que poner los acentos en el papel (...)" ("and now be aware-aware about 'yes' and 'here,' you have to put accent marks on the sheet of paper").
• In general, during the lessons the teacher remained standing in the front at a distance of 30-35 cm from the first row of desks. In the transitions between stages, the teacher

maintained the same physical position without making sudden movements. If the teacher was going to develop the following stage according to the textbook, she often held it open with her left hand, and made gestures with the right hand to call on individual students.

Teacher C

• The prevailing one-word focusing and framing moves were "ok," "bueno," "now," "entonces," and "so." These words were often recorded as well at the end of a stage – especially "ok" and "bueno" –, as framing moves.
• The teacher tended to initiate new stages in a rather expeditious way, frequently with no more than one-word focusing move. On the other hand, a number of stages contained requests made by the teacher at the beginning in order to keep the class quiet. Generally, she addressed the requests through the sound "ssshhh"; e.g., "Ok, the next thing to remember is (.) ssshhh escuchen, if it's one thing that you like, use 'me gusta' (...)" (lesson 5, 4:22).
• The word "folks" was occasionally used by the teacher to address the whole group, overall in transitions to IN. She often conveyed the term with an increased volume, probably in an attempt to reduce the level of background noise at the beginning of a new stage. In those cases in which this noise seemed to be perceptibly higher, the teacher would often call on certain individuals and ask them to keep silent.
• Questions were not common in the transitions, and tended to appear as framing moves after IN for an activity in pairs or FE. Regularly, they consisted of one word – e.g., "¿Problemas?," "Questions?," "¿Sí?," "¿No?". At the end of some FE, the teacher addressed several questions to check whether the students had understood the content of the stage; e.g., "¿Problemas? Do you understand the difference between 'gusta' and 'gustan' and what you look for? (2) Yes? Can I see you shaking your heads? Yes? So that I know you are listening to me? Do you understand why is 'gusta' or 'gustan'? (lesson 5, 14:09).
• Several transitions from IN to AC – often halfway through a lesson – contained one or more words apparently intended to accelerate the pace of the instructional sequence: "quick," "rápido" ('quick'), "rápidamente" ('quickly'), "vámonos" ('let's go'), etc.
• Commands were the most common verb form in the transitions, some of them usually conveyed in Spanish: "pasen los libros' ('pass the books'), "escribe tu nombre" ('write your name'), "repitan" ('repeat'), etc. The teacher also combined commands with immediate future in transitions from IN to FE – e.g., "we're gonna check this exercise," "we are going to answer these questions," etc. –, and from IN to AC based on pairwork – e.g. "you're going to do this activity".
• English was the prevailing language in the transitions, more remarkably (a) between stages halfway through the lessons, and (b) as the period of observation advanced. On the other hand, the teacher tended to employ Spanish in one-word tokens – "bueno," "entonces," "vámonos," etc. – or certain recurrent phrases such as "en los libros" ('in your books'), "en los cuadernos" ('in your notebooks'), "estamos en la página x" ('we're in page x'), etc. These phrases were often uttered together with their English translation.

• The few instances of transitions mainly conveyed in Spanish were recorded (a) at the beginning of lessons 1-5, in combination with the practice of greetings, numbers, dates, etc., and (b) when the teacher read IN for an activity from the book – generally followed by further explanations in English.
• The transitions between stages did not contain a significant number of self-corrections and lapses. The few instances of pauses recorded during the transitions were often related to changes in the physical position of the teacher; e.g., collecting the books from the windowsill, or passing paper to the students in the first row.
• Changes in intonation, emphasis and volume were frequently recorded in transitions – and substages – in which the teacher requested more attention from the group or dealt with issues of discipline; e.g. "ok, sshh! You have to listen, because if your mouth is gone and you're flapping, you're gonna miss out on a whole lot of things, and then you'll say "help me, help me," (...)" (lesson 11, 23:12).
• As mentioned before, repetitions often consisted of phrases or words uttered both in Spanish and English. I did not record any instance of repetitions that could be interpreted as mistakes made by the teacher in her production of words or longer units of discourse.
• Occasionally, the teacher's discourse was difficult to comprehend in the recordings because of background noise often from the same individuals in certain sections of the classroom. Incomprehensible items could be longer than a sentence when uttered by one or more students sitting away from the microphone. In the case of the teacher, the length of these items would not be more than a word.
• As described in the section on the on-site observation, the physical position of this teacher during her instruction tended to be quite regular, usually standing in front of the room or by her desk. The only exceptions to this pattern during the transitions were caused by movements to collect pedagogic materials from different points in the classroom.

Teacher D

• The teacher tended to use the following one-word focusing and framing moves: "bueno," "ok," "so," "now," "entonces," and "all right" – often combined with a sustained pronunciation of the phonemes /a/ and /m/.
• The above moves were recorded with a significant higher frequency than in the lessons taught by the previous teachers – especially with the function of opening a new stage; e.g., "m::, ok, let's go on to something else (.) m:: so now, let's look at your 'cierto falso' (...)" (lesson 1, 13:48).
• "Bueno" and "all right" were the most common one-word framing moves. Usually after FE or PR, they occurred with questions such as "¿comprenden?," "¿sí?," "¿algunas preguntas?," "¿any questions?," "¿are there any questions?" In most instances, the students' reaction to these questions was to remain silent.
• The pronouns "you" and "we" were used to address the whole group – particularly into IN and FE. Apart from the initial stages of some lessons –greetings and review of the homework – and specific instances related to discipline, the teacher rarely called on individual students.

• Commands were the most frequent verb forms, often followed by the word "please." As the observations advanced, the teacher combined this form with the immediate future "to be + infinitive"; e.g., "you're gonna use the preterit," "ahora van a escribir en el cuaderno" – 'now you are going to write in your notebook' –, "vamos a oír lo que hicieron sus compañeras" – now we are going to listen to what your classmates did.' A less common verb form was the conditional – "I'd like you to do this section," "I would like you to complete these activities."
• Unlike the previous teachers, Teacher D did not seem to have a clear preference for Spanish or English when conveying the above verb forms, with the exception of a recurrent request made in Spanish at the beginning of the lessons about the assignments ("¿puedo ver la tarea, por favor?," 'may I see your homework, please').
• The language of the transitions was either English or Spanish, and there were few instances of code-switching or translations. This was also the case for the one-word moves to close or open stages, uttered in either language without much combinations.
• Especially in the first lessons, several transitions initiated in Spanish were resumed in English after the teacher dealt with interruptions coming from one or more students.
• In general, transitions between stages – mostly those involving IN – appeared to be longer in lessons 1-4. Initially, this could be related to the higher occurrence of one-word moves, hesitations, and student interventions. A further consideration could link the duration of the transitions to a certain degree of uncertainty in the teacher caused by his combination of pedagogic materials with rather different orientations in those lessons.
• The retrospective analysis did not show relevant changes in intonation, emphasis, and volume. Rather, he tended to speak in a low voice, overall in the initial stages of the lessons. The few episodes containing changes in volume and emphasis had to do with matters of discipline – one or more students talking with each other during a transition, or interventions not clearly related to the purpose(s) of the next stage: "Ok, does everyone have? (6) ((LL talk with each other)) Does everyone have one of this and one of this? Ok, Katie, Julia (lesson 2, 37:56).
• On the other hand, the teacher's discourse in the transitions contained a noticeable number of self-corrections and pauses. The former were more frequent in the openings of new stages; e.g., "a:: I'm gonna explain this (3) a: fi-ex-talk a little bit about the verb tenses (…)" (lesson 10, 1:23). Occasionally, these instances seemed to result from impromptu changes on the arrangements for the stage, rather than mistakes or doubts in the use of English or Spanish. Pauses often occurred as the teacher checked his notes or the texts either at the end or the beginning of a stage. Less commonly, pauses were also recorded after student interventions during the transitions.
• Repetitions were another common feature in the transitions, generally consisting of two or more words, and complete sentences; e.g., "all right a:: (.) I'd like to collect your first draft, your first draft of your story (…)" (lesson 8, 1:25). When uttered in English, the repetitions did not seem to have any specific function – such as giving emphasis to certain items –, but rather appeared to be a regular feature of the teacher's discourse.
• Considering the size of the classroom and the limited number of students, the teacher's discourse was not difficult to comprehend, and incomprehensible items did not exceed a

phrase length. As with Teacher B, lack of clarity in the transitions was commonly related to interventions coming from one or more students.
• The physical position of the teacher in the transitions developed during the period of observation. In the first lessons, he often remained standing behind his desk or near the board. Gradually, he tended to combine these locations with the center of the room, overall in stages concerning the presentation of new contents or the directions for activities of certain complexity. By the end of my observations, the teacher would also provide IN or initiate AC in pairs sitting before the students at approx. 100-120 cm.

Teacher E

• The one-word moves more frequently uttered by the teacher were "bueno," "bien," "entonces" – often as focusing moves –, and "está bien," "bueno," and "muy bien" – as framing moves. Generally, the transitions began and finished with one of these words. Not as common, the combinations of two or three one-word moves tended to occur at the end of the transitions.
• Following the one-word focusing move, a large number of transitions contained sentences that would often be repeated, and the tag question "¿no?". In transitions into PR or AC at the end of a lesson, the teacher also included the words "rápido" or "rápidamente" ('quick,' 'quickly'); e.g., "Bueno, e: pasen aquí, vamos a trabajar un poco rápidamente con el verbo 'hacer' ¿no?, con el verbo 'hacer'(...)" (lesson 8, 21:52).
• At the end of AC and FE, the teacher tended to repeat the last sentence uttered by the student(s) who intervened in the stage, and then add one or two one-word framing moves that could serve as a means for evaluating or providing positive reinforcement ("está bien," 'that's good,' "muy bien," 'very good'). A number of IN were ended with the words "rápido" or "rápidamente," and/or references to the time alloted to the next stage. Brief summaries and questions such as "¿Está bien?," "¿Sí, comprenden?," "¿Preguntas?" were recorded at the end of several IN and PR dealing with specific grammar items.
• As Teacher A, this teacher tended to address the group with the word "clase" during the transitions. This word occurred as well in several substages concerning AS or IN, in which the teacher requested the cooperation of the whole group to resolve doubts or questions from an individual student. The teacher employed the word "gente" ('people') to draw the group's attention in instances of noticeable background noise; e.g., "gente, gente, oiga un segundo, un segundo. Recuerden el uso de (...) (lesson 2, 33:12).
• The teacher combined the use of (a) immediate future with the pronouns "we" – and "you" during AC in pairs –, and (b) commands, overall in IN concerning activities in pairs or groups. If these directions entailed physical movement, the teacher usually included the expression "por favor" ('please').
• In most cases, transitions were conveyed in Spanish. The teacher tended to use English in the following circumstances: (a) stages related to AM and certain PR during the first lessons, (b) answers to doubts or questions addressed by students during the instructional sequence, and (c) comments on items not directly related to the content of the lesson plan. In several occasions, the teacher closed stages uttered in English with one or two sentences in Spanish.

• A number of student interventions – usually during IN – were not dealt with by the teacher until the end of the stage. First, he would nod to the student(s) involved and make a slight gesture with his hand to request more time to complete the directions. Once the whole class started to work on the activity, the teacher would approach the student(s) and settle doubts at an individual level.
• The changes in intonation, emphasis, and volume recorded seemed to have the function of stressing the beginning of a new stage, as well as underlining specific items within the transitions; e.g., "¡Bueno, a ver! ¿Cuáles son los planes? ((LL continue talking about AC)) ¿Cuáles son los planes? ¿Qué planes tienen?" (lesson 8, 55:28).
• Instances of sustained pronunciation and self-correction were both uncommon. The former generally occurred at the beginning of a new stage, and the latter appeared to be caused by minor grammar mistakes; e.g., "Bueno, e:: vamos a practicar un poco con los, para empezar, con los números (...)" ('ok, e:: we're going to practice a little with the, to begin with, with the numbers') (lesson 4, 8:36).
• As mentioned earlier, repetitions were a regular feature of the teacher's discourse – especially when providing directions for an activity –, and often involved items beyond the length of a phrase; e.g., "Bueno, vayan a la página:, la página cuarenta y dos ((writes on the board)). La página cuarenta y dos, 'Magia y color en Los Ángeles', ¿no? 'Magia y color en Los Ángeles'" (...) (lesson 7, 13:07).
• The discourse of the teacher was rather clear in the recordings, due to the volume of his voice, his tendency to address the class from the front, and the location of the microphone. On the other hand, the interventions from one or more students were often difficult to understand because of their low volume. Occasionally, the teacher appeared to have difficulties in this respect as well, and would put his hand behind his ear to elicit a higher volume from the student(s).
• The teacher's physical position during the transitions tended to follow the same patterns outlined in the report on the on-site observation (see page 252), with regard to their dependence on the arrangements made for each stage. Another relevant characteristic of the non-verbal behavior of this teacher concerned his frequent use of gestures with arms, hands, and face as he presented new items or provided directions to practice them. In the case of the transitions, these gestures also seemed to have the function of fixing the boundaries between different stages.

"Observations – Stages and Substages"

Teacher A

TEACHER A - LESSON 1				
	Stages	*Time*	*Duration*	*Substages*
1	LC/SM	0:05	0:20	
2	IN	0:25	0:29	
3	IN	0:54	0:55	2 IN
4	AC	1:49	7:42	2 IN, 1 AM
5	PR	9:31	0:18	
6	IN	9:49	0:51	1 SM/LC
7	IN	10:40	0:18	
8	AC	10:58	1:54	1 LC
9	FE	12:52	0:18	
10	AC	13:10	1:57	
11	FE	15:07	0:17	
12	AC	15:24	2:01	1 LC
13	FE	17:25	0:14	
14	AC	17:39	1:39	
15	FE	19:18	0:29	1 DM
16	AC	19:47	1:51	
17	FE	21:38	1:13	
18	AC	22:51	1:43	
19	FE	24:34	0:24	
20	AC	24:58	0:10	
21	DM	25:08	0:18	
22	AS	25:26	0:18	1 DM
23	IN	25:44	1:01	
24	FE	27:45	0:58	
25	AC	28:03	1:37	1 IN, 2 DM
26	FE	29:40	0:28	
27	AC	30:08	0:39	
28	FE	30:47	0:11	
29	AC	30:58	1:37	
30	FE	32:35	0:45	
31	AC	33:20	1:45	
32	FE	35:05	0:31	
33	AC	35:36	1:24	
34	FE	37:00	0:12	
35	AC	37:12	0:52	
36	FE	38:04	0:16	
37	AC	38:20	0:22	1 IN
38	FE	38:42	0:16	
39	IN	38:58	1:06	1 SM
40	AC	40:04	1:06	
41	FE	41:10	0:09	
42	IN	41:19	0:49	
43	AC	42:08	0:46	
44	IN	42:54	0:02	
45	AC	42:56	1:14	
46	SM	44:10	3:50	

AC	SM	IN	FE	LC/SM	PR	DM	AS	
7:42	3:50	0:29	0:18	0:20	0:18	0:18	0:18	
1:54		0:55	0:17					
1:57		0:51	0:14					
2:01		0:18	0:29					
1:39		1:01	1:13					
1:51		1:06	0:24					
1:43		0:49	0:58					
0:10		0:02	0:28					
1:37			0:11					
0:39			0:45					
1:37			0:31					
1:45			0:12					
1:24			0:16					
0:52			0:16					
0:22			0:09					
1:06								
0:46								
1:14								
29:35	**3:50**	**5:31**	**6:41**	**0:20**	**0:18**	**0:18**	**0:18**	**47:35**

TEACHER A - LESSON 2				
	Stages	***Time***	***Duration***	***Substages***
1	LC/SM	0:05	0:07	
2	PR	0:12	5:47	
3	IN	5:59	0:39	1 LC
4	AC	6:38	4:59	3 IN, 1 AM
5	FE	11:37	8:01	2 IN
6	IN	19:38	0:29	
7	FE	20:07	2:20	
8	IN	22:27	0:07	
9	FE	22:34	1:49	1 SM
10	IN	24:23	0:03	
11	FE	24:26	1:14	
12	IN	25:40	0:45	
13	IN	26:25	0:23	
14	AC	26:48	0:31	
15	FE/PR	27:19	0:50	
16	IN	28:09	0:51	
17	AC	29:00	7:35	1 IN
18	FE	36:35	5:10	1 LC
19	IN	41:45	0:05	
20	SM	41:50	6:16	

AC	SM	IN	FE	PR	FE/PR	LC/SM	
4:59	6:16	0:39	8:01	5:47	0:50	0:07	
0:31		0:29	2:20				
7:35		0:07	1:49				
		0:03	1:14				
		0:45	5:10				
		0:23					
		0:51					
		0:05					
13:05	**6:16**	**3:22**	**18:34**	**5:47**	**0:50**	**0:07**	**48:01**

TEACHER A - LESSON 3				
	Stages	*Time*	*Duration*	*Substages*
1	LC/SM	0:04	0:10	
2	IN	0:14	0:49	2 DM
3	IN	1:03	0:12	
4	AC	1:15	3:00	1 IN
5	IN	4:15	2:39	1 DM
6	AC	6:54	1:14	
7	IN	8:08	0:13	
8	AC	8:21	1:25	1 IN
9	IN	9:46	0:09	
10	AC	9:55	0:12	
11	IN	10:07	0:12	
12	AC	10:19	2:22	1 IN, 1 FE
13	IN	12:41	0:15	
14	AC	12:56	0:12	
15	IN	13:08	0:17	
16	AC	13:25	1:02	
17	IN	14:27	1:07	1 DM
18	SM	15:34	0:40	
19	IN	16:14	2:00	1 SM
20	AC	18:14	7:06	1 IN
21	IN	25:20	1:04	
22	AC	26:24	18:47	2 AS
23	IN	45:11	0:16	
24	AC/SM	45:27	2:35	2 IN

AC	SM	IN	LC/SM	AC/SM	
3:00	0:40	0:49	0:10	2:35	
1:14		0:12			
1:25		2:39			
0:12		0:13			
2:22		0:09			
0:12		0:12			
1:02		0:15			
7:06		0:17			
18:47		1:07			
		2:00			
		1:04			
		0:16			
35:20	**0:40**	**9:13**	**0:10**	**2:35**	**47:58**

TEACHER A - LESSON 4				
	Stages	***Time***	***Duration***	***Substages***
1	LC/SM/IN	0:05	0:14	
2	AC	0:19	2:08	1 AS
3	IN	2:27	0:57	
4	AC	3:24	3:31	1 IN
5	IN	6:55	0:50	
6	PR	7:45	7:35	1 IN, 2 AM, 1 DM
7	IN	15:20	0:28	
8	FE	15:48	0:47	1 SM
9	IN	16:35	0:20	
10	FE	16:55	3:52	
11	IN	20:47	0:32	
12	FE	21:19	1:30	
13	IN	22:49	0:40	
14	AC	23:29	17:19	1 IN, 2 AM
15	SM	40:48	7:05	

AC	SM	IN	FE	PR	LC/SM/IN	
2:08	7:05	0:57	0:47	7:35	0:14	
3:31		0:50	3:52			
17:19		0:28	1:30			
		0:20				
		0:32				
		0:40				
22:58	**7:05**	**3:47**	**6:09**	**7:35**	**0:14**	**47:48**

TEACHER A - LESSON 5				
	Stages	***Time***	***Duration***	***Substages***
1	LC/SM/IN	0:31	1:04	1 DM
2	IN	1:35	1:37	1 IN
3	AC	3:12	5:21	2 IN
4	IN	8:33	0:09	
5	AC	8:42	1:36	
6	FE	10:18	0:07	
7	AC	10:25	0:59	
8	FE	11:24	0:18	
9	AC	11:42	1:02	
10	FE	12:44	0:24	
11	AC	13:08	1:49	
12	FE	14:57	1:22	1 DM
13	AC	16:19	0:52	
14	FE	17:11	0:32	
15	AC	17:43	1:12	
16	FE	18:55	0:28	1 DM
17	AC	19:23	1:04	
18	FE	20:27	0:15	
19	DM	20:42	0:23	
20	AC	21:05	1:30	
21	FE	22:35	0:16	
22	AC	22:51	1:14	1 IN
23	FE	24:05	0:15	
24	AC	24:20	1:09	
25	FE	25:29	0:17	
26	AC	25:46	0:59	
27	FE	26:45	0:13	
28	AC	26:58	1:32	
29	FE	28:30	0:17	
30	AC	28:47	1:18	1 DM
31	FE	30:05	0:40	1 IN
32	AC	30:45	1:00	
33	FE	31:45	0:13	
34	AC	31:58	1:05	
35	FE	33:03	0:46	
36	AC	33:49	1:46	1 SM
37	FE	35:35	0:33	1 SM
38	IN	36:08	0:27	
39	IN	36:35	0:19	
40	IN	36:54	1:07	1 DM
41	AC	38:01	2:31	1 SM
42	IN	40:32	0:08	
43	AC	40:40	2:28	
44	PR	43:08	0:12	
45	SM	43:25	4:26	

AC	SM	IN	FE	PR	DM	LC/SM/IN	
5:21	4:26	1:37	0:07	0:12	0:23	1:04	
1:36		0:09	0:18				
0:59		0:27	0:24				
1:02		0:19	1:22				
1:49		1:07	0:32				
0:52		0:08	0:28				
1:12			0:15				
1:04			0:16				
1:30			0:15				
1:14			0:17				
1:09			0:13				
0:59			0:17				
1:32			0:40				
1:18			0:13				
1:00			0:46				
1:05			0:33				
1:46							
2:31							
2:28							
30:27	**4:26**	**3:47**	**6:56**	**0:12**	**0:23**	**1:04**	**47:15**

TEACHER A - LESSON 6				
	Stages	***Time***	***Duration***	***Substages***
1	LC/SM	0:12	0:04	
2	PR	0:16	4:13	1 DM/LC, 1 DM
3	PR	4:29	4:47	
4	PR	9:16	2:37	
5	PR	11:53	2:07	
6	PR	14:00	1:53	
7	IN	15:53	1:17	
8	AC	17:10	29:15	1 IN, 2 AS, 1 DM
9	IN	46:25	0:10	
10	SM	46:35	1:14	1 DM

AC	SM	IN	LC/SM	PR	
29:15	1:14	1:17	0:04	4:13	
		0:10		4:47	
				2:37	
				2:07	
				1:53	
29:15	**1:14**	**1:27**	**0:04**	**15:37**	**47:37**

TEACHER A - LESSON 7				
	Stages	*Time*	*Duration*	*Substages*
1	LC/SM	0:14	0:04	
2	IN	0:18	0:32	
3	AC	0:32	2:22	1 IN
4	IN	2:54	0:40	
5	AC	3:34	20:25	1 IN
6	PR	23:59	2:31	
7	PR	26:30	0:47	
8	IN	27:17	0:11	
9	AC	27:28	13:22	1 AM
10	SM	40:50	7:34	1 DM

AC	SM	IN	LC/SM	PR	
2:22	7:34	0:32	0:04	2:31	
20:25		0:40		0:47	
13:22		0:11			
36:09	**7:34**	**1:23**	**0:04**	**3:18**	**48:22**

TEACHER A - LESSON 8				
	Stages	*Time*	*Duration*	*Substages*
1	LC/SM	0:05	0:04	
2	IN	0:09	0:28	
3	PR	0:37	2:46	
4	IN	3:23	0:47	
5	AC	4:10	2:15	1 IN
6	IN	6:25	0:23	
7	AC	6:48	2:25	
8	IN	9:13	1:49	1 SM/LC
9	AC	11:02	9:21	5 IN, 1 LC/SM
10	IN/FE	20:23	0:15	
11	PR	20:38	1:56	1 SM
12	IN	22:34	0:50	
13	AC	23:24	14:46	1 IN, 2 AM, 1 DM
14	IN	38:10	0:21	
15	SM	38:31	7:41	1 IN

AC	SM	IN	IN/FE	LC/SM	PR	
2:15	7:41	0:28	0:15	0:04	2:46	
2:25		0:47			1:56	
9:21		0:23				
14:46		1:49				
		0:50				
		0:21				
28:47	**7:41**	**4:58**	**0:15**	**0:04**	**4:42**	**46:47**

TEACHER A - LESSON 9				
	Stages	*Time*	*Duration*	*Substages*
1	LC/SM	0:08	0:06	
2	IN	0:14	0:28	
3	AC	0:42	2:19	2 SM
4	AS	3:01	0:27	1 SM
5	IN	3:28	0:06	
6	PR	3:34	3:01	
7	IN	6:35	0:38	
8	FE	7:13	2:45	
9	IN	9:58	0:18	
10	FE	10:16	0:54	
11	IN	11:10	0:19	
12	FE	11:29	0:35	
13	IN/FE	12:04	0:44	
14	PR	12:48	0:31	
15	IN	13:19	0:54	
16	AC	14:13	10:49	1 IN, 1 DM
17	IN	25:02	0:30	
18	SM	25:32	6:19	

AC	SM	IN	FE	LC/SM	PR	AS	IN/FE	
2:19	6:19	0:28	2:45	0:06	3:01	0:27	0:44	
10:49		0:06	0:54		0:31			
		0:38	0:35					
		0:18						
		0:19						
		0:54						
		0:30						
13:08	**6:19**	**3:13**	**4:14**	**0:06**	**3:32**	**0:27**	**0:44**	**31:43**

TEACHER A - LESSON 10				
	Stages	*Time*	*Duration*	*Substages*
1	LC/SM	0:06	0:11	
2	IN	0:17	0:34	
3	IN	0:51	0:23	
4	AC	1:14	0:34	
5	IN	1:48	0:12	
6	AC	2:00	1:33	
7	IN	3:33	0:36	
8	AC	4:09	0:52	1 SM, 1 SM/LC
9	AM	5:01	0:10	
10	AC	5:11	0:42	
11	IN	5:53	0:07	
12	AC	6:00	1:10	
13	IN	7:10	0:47	
14	PR	7:57	0:48	
15	IN	8:45	0:57	
16	AC	9:42	16:38	1 IN, 1 LC
17	IN	26:20	0:40	
18	FE	27:00	0:42	1 IN
19	FE	27:42	1:57	
20	IN	29:39	0:21	
21	FE	30:00	0:41	
22	FE	30:41	2:10	
23	IN	32:51	0:22	
24	FE	33:13	0:32	
25	FE	33:45	0:38	
26	IN	34:23	1:13	1 AM
27	AC	35:36	8:25	
28	SM	44:01	3:59	

AC	SM	IN	FE	LC/SM	PR	AM	
0:34	3:59	0:34	0:42	0:11	0:48	0:10	
1:33		0:23	1:57				
0:52		0:12	0:41				
0:42		0:36	2:10				
1:10		0:07	0:32				
16:38		0:47	0:38				
8:25		0:57					
		0:40					
		0:21					
		0:22					
		1:13					
29:54	**3:59**	**6:12**	**6:40**	**0:11**	**0:48**	**0:10**	**47:54**

TEACHER A - LESSON 11				
	Stages	*Time*	*Duration*	*Substages*
1	IN	0:00	0:09	
2	AC	0:09	2:03	
3	IN	2:12	0:50	
4	AC	3:02	4:30	1 IN
5	IN	7:32	0:33	
6	PR	8:05	4:38	
7	IN	12:43	0:19	
8	FE	13:02	1:04	
9	IN	14:06	0:08	
10	AC	14:14	2:44	
11	IN	16:58	0:45	
12	IN/PR	17:43	1:45	
13	AC	19:28	14:19	1 IN/DM, 3 AS
14	IN	33:47	0:18	
15	FE	34:05	2:18	
16	IN	36:23	0:15	
17	FE	36:38	2:21	
18	IN	38:59	0:21	
19	FE	39:20	1:46	
20	SM	41:06	7:05	

AC	**SM**	**IN**	**FE**	**IN/PR**	**PR**	
2:03	7:05	0:09	1:04	1:45	4:38	
4:30		0:50	2:18			
2:44		0:33	2:21			
14:19		0:19	1:46			
		0:08				
		0:45				
		0:18				
		0:15				
		0:21				
23:36	**7:05**	**3:38**	**7:29**	**1:45**	**4:38**	**48:11**

TEACHER A - LESSON 12				
	Stages	*Time*	*Duration*	*Substages*

1	LC/SM/IN	0:15	0:19	
2	IN	0:34	0:08	
3	PR	0:42	2:27	
4	IN	3:09	0:30	
5	AC	3:39	5:33	1 IN, 1 DM
6	DM	9:12	0:42	
7	AC	9:54	1:35	1 DM
8	DM	11:29	0:35	
9	AC	12:04	1:21	
10	IN	13:25	0:16	
11	PR	13:41	1:19	
12	IN	15:00	2:19	
13	AS	17:19	0:28	
14	IN	17:47	1:03	
15	AC	18:50	14:16	1 IN
16	IN	33:06	1:33	
17	AC	34:39	3:54	
18	SM	38:33	9:18	2 SM/DM

AC	SM	IN	PR	AS	DM	LC/SM/IN	
5:33	9:18	0:08	2:27	0:28	0:42	0:19	
1:35		0:30	1:19		0:35		
1:21		0:16					
14:16		2:19					
3:54		1:03					
		1:33					
26:39	**9:18**	**5:49**	**3:46**	**0:28**	**1:17**	**0:19**	**47:36**

TEACHER A - LESSON 13				
	Stages	*Time*	*Duration*	*Substages*
1	SM	1:32	0:27	
2	IN	1:59	0:20	
3	PR/IN	2:19	2:30	1 SM
4	IN	4:49	0:49	1 DM
5	AC	5:38	0:44	
6	DM	6:22	0:35	
7	AC	6:57	5:34	
8	AS	12:31	0:28	1 IN
9	AC	12:59	26:10	1 AM
10	IN	38:09	0:29	
11	SM	38:38	10:22	1 IN, 1 DM

AC	SM	IN	DM	AS	PR/IN	
0:44	0:27	0:20	0:35	0:28	2:30	
5:34	10:22	0:49				
26:10		0:29				
32:28	**10:49**	**1:38**	**0:35**	**0:28**	**2:30**	**48:48**

Teacher B

TEACHER B - LESSON 1				
	Stages	*Time*	*Duration*	*Substages*
1	AC	0:05	0:30	1 AM
2	IN	0:35	0:41	
3	IN	1:16	3:34	1 DM
4	IN/SM	4:50	0:48	
5	IN	5:38	0:20	
6	AC	5:58	2:27	
7	FE/LC	8:25	1:40	
8	IN	10:05	0:41	1 IN, 1 AM
9	AC	10:46	0:27	
10	IN	11:13	0:20	
11	PR	11:33	0:13	
12	LC	11:46	1:02	
13	IN	12:48	1:22	1 LC/SM
14	IN	14:10	0:13	
15	AC	14:23	1:43	
16	FE	16:06	0:14	1 DM
17	IN	16:20	0:29	1 DM, 1 SM
18	AC	16:49	1:31	
19	IN	18:20	0:31	
20	AC	18:51	3:29	
21	IN	22:20	0:25	
22	AC	22:45	2:26	
23	FE	25:11	0:51	
24	IN	26:02	0:18	
25	PR	26:20	1:03	
26	IN	27:23	1:01	
27	AC	28:24	3:59	1 IN
28	FE	32:23	0:23	
29	LC	32:46	1:18	
30	IN	34:04	0:37	
31	IN	34:41	0:08	
32	AC	34:49	1:13	1 FE
33	IN	36:02	1:44	1 LC
34	IN	37:46	1:01	
35	AC/IN	38:47	0:17	
36	IN	39:04	1:46	

AC	IN/SM	IN	FE	FE/LC	LC	PR	AC/IN	
0:30	0:48	0:41	0:14	1:40	1:02	0:13	0:17	
2:27		3:34	0:51		1:18	1:03		
0:27		0:20	0:23					
1:43		0:41						
1:31		0:20						
3:29		1:22						
2:26		0:13						
3:59		0:29						
1:13		0:31						
		0:25						
		0:18						
		1:01						
		0:37						
		0:08						
		1:44						
		1:01						
		1:46						
17:45	**0:48**	**15:11**	**1:28**	**1:40**	**2:20**	**1:16**	**0:17**	**40:45**

TEACHER B - LESSON 2				
	Stages	*Time*	*Duration*	*Substages*
1	AC	0:07	0:16	
2	PR	0:23	0:18	
3	IN	0:41	1:53	1 SM
4	FE	2:34	4:03	2 IN, 1 AS, 1 DM
5	IN	6:37	0:24	
6	FE	7:01	0:12	
7	IN	7:13	0:13	
8	IN	7:26	1:40	2 DM
9	AC	9:06	1:07	
10	FE	10:13	0:24	
11	IN	10:37	0:22	
12	FE	10:59	0:39	1 IN
13	IN	11:38	0:30	
14	FE	12:08	1:12	1 IN/DM
15	IN	13:20	3:19	
16	AC	16:39	0:32	
17	IN	17:11	0:16	
18	AC	17:27	9:02	1 IN
19	IN	26:29	0:16	
20	FE/IN	26:45	4:13	
21	IN	30:58	0:24	
22	AC	31:22	3:22	
23	IN	34:44	0:24	
24	AC	35:08	2:46	
25	IN	37:54	0:15	
26	LC	38:09	1:12	
27	IN	39:21	0:17	
28	AC/LC	39:38	0:27	1 AM

AC	FE/IN	IN	FE	LC	PR	AC/LC	
0:16	4:13	1:53	4:03	1:12	0:18	0:27	
1:07		0:24	0:12				
0:32		0:13	0:24				
9:02		1:40	0:39				
3:22		0:22	1:12				
2:46		0:30					
		3:19					
		0:16					
		0:16					
		0:24					
		0:24					
		0:15					
		0:17					
17:05	**4:13**	**10:13**	**6:30**	**1:12**	**0:18**	**0:27**	**40:36**

TEACHER B - LESSON 3				
	Stages	***Time***	***Duration***	***Substages***
1	DM	0:10	0:08	
2	SM	0:18	0:14	
3	PR/LC	0:32	0:29	1 IN
4	IN	1:01	0:14	
5	AC	1:15	3:40	1 IN
6	FE	4:55	0:40	1 DM
7	IN	5:35	0:55	
8	AC	6:30	0:23	
9	FE	6:53	1:10	1 LC
10	AC	8:03	0:26	
11	FE	8:29	0:44	
12	AC	9:13	0:34	
13	FE	9:47	1:15	1 SM
14	AC	11:02	0:23	
15	FE	11:25	1:08	
16	AC	12:33	0:25	
17	FE	12:58	0:48	1 IN
18	AC	13:46	0:29	
19	FE	14:15	1:29	
20	IN	15:44	2:22	1 SM
21	FE	18:06	0:09	
22	PR	18:15	2:18	1 LC
23	IN	20:33	0:15	
24	AC	20:48	1:19	1 FE
25	IN	22:07	0:53	
26	FE	23:00	0:42	
27	IN	23:42	0:18	
28	AC	24:00	0:19	1 IN, 1 DM
29	IN	24:19	0:45	
30	AC	25:04	1:51	
31	IN	26:55	1:26	
32	PR	28:21	0:48	
33	AC	29:09	1:40	

34	AS	30:49	0:50	
35	IN	31:39	0:27	
36	PR	32:06	1:03	
37	PR	33:09	4:30	1 IN, 1 AM, 1 AS
38	PR	37:39	3:10	1 IN, 2 AS, 1 LC
39	IN	40:49	1:07	

AC	SM	IN	FE	PR/LC	PR	DM	AS	
3:40	0:14	0:14	0:40	0:29	2:18	0:08	0:50	
0:23		0:55	1:10		0:48			
0:26		2:22	0:44		1:03			
0:34		0:15	1:15		4:30			
0:23		0:53	1:08		3:10			
0:25		0:18	0:48					
0:29		0:45	1:29					
1:19		1:26	0:09					
0:19		0:27	0:42					
1:51		1:07						
1:40								
11:29	**0:14**	**8:42**	**8:05**	**0:29**	**11:49**	**0:08**	**0:50**	**41:46**

TEACHER B - LESSON 4				
	Stages	*Time*	*Duration*	*Substages*
1	IN	0:01	0:12	
2	SM	0:13	0:15	
3	IN	0:28	1:52	
4	AC	2:20	14:54	2 IN, 2 SM
5	IN	17:14	0:26	
6	PR	17:40	2:35	
7	IN	20:15	1:00	
8	LC	21:15	2:05	
9	IN	23:20	1:02	
10	AC	24:32	3:26	1 IN
11	IN	27:58	0:52	
12	AC	28:50	4:46	2 IN, 1 AS
13	FE	33:36	2:50	1 AS
14	IN	36:26	0:07	
15	IN	36:33	0:57	
16	LC	37:30	1:11	1 IN
17	IN	38:41	2:24	1 LC
18	AC	41:05	0:03	

AC	SM	IN	FE	LC	PR	
14:54	0:15	0:12	2:50	2:05	2:35	
3:26		1:52		1:11		
4:46		0:26				
0:03		1:00				
		1:02				
		0:52				
		0:07				
		0:57				
		2:24				
23:09	**0:15**	**8:52**	**2:50**	**3:16**	**2:35**	**40:57**

TEACHER B - LESSON 5				
	Stages	*Time*	*Duration*	*Substages*
1	AC	0:21	0:21	1 AM
2	PR	0:42	0:11	
3	PR	0:53	1:44	
4	IN	2:37	0:53	
5	IN	3:30	0:37	
6	AC	4:07	0:35	
7	IN	4:42	0:42	
8	PR	5:24	3:21	3 LC
9	IN	8:45	0:28	
10	AC	9:13	2:30	1 IN
11	IN	11:43	0:55	
12	AC	12:38	0:56	
13	IN	13:34	0:32	
14	PR	14:06	1:49	
15	PR	15:55	1:39	
16	PR	17:34	1:45	
17	FE	19:19	1:43	
18	LC	21:02	2:06	1 AS
19	IN	23:08	0:36	
20	AC	23:44	2:57	1 AM, 1 SM, 1 FE
21	PR	26:41	2:01	1 IN
22	PR	28:42	2:37	
23	IN	31:19	0:13	
24	AC	31:32	2:41	1 IN, 1 LC
25	PR	34:13	1:08	
26	PR	35:21	2:18	
27	IN	37:39	1:19	
28	AC	38:58	2:01	1 AM
29	IN	40:59	1:36	

AC	**IN**	**FE**	**LC**	**PR**	
0:21	0:53	1:43	2:06	0:11	
0:35	0:37			1:44	
2:30	0:42			3:21	
0:56	0:28			1:49	
2:57	0:55			1:39	
2:41	0:32			1:45	
2:01	0:36			2:01	
	0:13			2:37	
	1:19			1:08	
	1:36			2:18	
12:01	**7:51**	**1:43**	**2:06**	**18:33**	**42:14**

TEACHER B - LESSON 6				
	Stages	*Time*	*Duration*	*Substages*
1	AM	0:23	0:11	
2	AC	0:34	0:14	
3	IN	0:48	0:09	
4	IN	0:57	1:33	
5	IN	2:30	0:30	
6	PR	3:00	3:05	
7	IN	6:05	0:10	
8	PR	6:15	0:23	
9	IN	6:38	2:40	1 DM
10	FE	9:18	1:59	
11	IN	11:17	0:42	
12	FE	11:59	6:14	1 IN
13	PR	18:13	1:02	
14	PR	19:15	3:07	
15	PR	22:22	3:37	
16	PR	25:59	3:44	
17	IN	29:43	0:25	
18	AC	30:08	4:22	3 IN
19	FE	34:30	1:54	
20	IN	36:24	0:14	
21	AC	36:38	1:38	
22	IN	38:16	0:24	
23	AC	38:40	1:10	1 DM
24	IN	39:50	2:03	

AC	**IN**	**FE**	**AM**	**PR**	
0:14	0:09	1:59	0:11	3:05	
4:22	1:33	6:14		0:23	
1:38	0:30	1:54		1:02	
1:10	0:10			3:07	
	2:40			3:37	
	0:42			3:44	
	0:25				
	0:14				
	0:24				
	2:03				
7:24	**8:50**	**10:07**	**0:11**	**14:58**	**41:30**

TEACHER B - LESSON 7				
	Stages	*Time*	*Duration*	*Substages*
1	AM	0:16	0:15	
2	SM/AM	0:31	0:14	
3	IN	0:45	0:35	
4	AC	1:20	0:19	
5	FE	1:39	0:22	
6	LC	2:01	1:11	
7	PR	3:12	0:53	1 DM/IN
8	PR	4:05	1:22	
9	IN	5:27	0:31	
10	AC	5:58	1:03	
11	IN	7:01	0:10	
12	AC	7:11	2:48	1 LC
13	IN	9:59	0:16	
14	AC	10:15	1:59	2 IN
15	FE	12:14	1:09	
16	PR	13:23	2:07	
17	IN	15:30	2:05	
18	FE	17:35	6:07	2 SM
19	PR	23:42	0:28	
20	IN/PR	24:10	0:54	
21	AC	25:04	3:01	2 AS
22	PR	28:05	3:22	1 LC
23	IN	31:27	1:04	
24	AC	32:31	0:07	
25	IN/PR	32:38	1:33	1 IN
26	IN	34:11	0:40	1 SM
27	AC	34:51	7:11	2 IN
28	IN	42:02	0:08	

AC	AM/SM	IN	FE	LC	PR	AM	IN/PR	
0:19	0:14	0:35	0:22	1:11	0:53	0:15	0:54	
1:03		0:31	1:09		1:22		1:33	
2:48		0:10	6:07		2:07			
1:59		0:16			0:28			
3:01		2:05			3:22			
0:07		1:04						
7:11		0:40						
		0:08						
16:28	**0:14**	**5:29**	**7:38**	**1:11**	**8:12**	**0:15**	**2:27**	**41:54**

TEACHER B - LESSON 8				
	Stages	*Time*	*Duration*	*Substages*
1	AC	0:36	0:11	
2	LC	0:47	0:38	
3	IN	1:25	0:46	
4	PR	2:11	7:31	1 SM
5	PR	9:42	1:43	
6	IN	11:25	1:57	
7	AC	13:22	27,35	7 IN
8	IN	40:57	0:51	

AC	IN	LC	PR	
0:11	0:46	0:38	7:31	
27:35	1:57		1:43	
	0:51			
27:46	**3:34**	**0:38**	**9:14**	**41:12**

TEACHER B - LESSON 9				
	Stages	*Time*	*Duration*	*Substages*
1	SM	0:00	0:36	
2	AM	0:36	0:19	
4	AC/SM	0:55	1:08	
5	IN	2:03	1:49	1 SM
6	AC	3:52	4:38	1 AM, 2 SM
7	LC	8:30	0:39	
8	PR	9:09	1:19	1 AM
9	AC	10:28	1:45	1 SM
10	IN	12:13	0:38	
11	PR	12:51	2:04	
12	IN	14:55	0:26	
14	AC	15:21	8:53	
15	IN	24:14	8:37	1 LC
17	IN/AM	32:52	1:37	
19	SM/LC	34:29	0:55	
20	IN	35:24	1:39	
21	PR	37:03	3:26	
22	IN	40:29	1:52	

AC	SM	IN	AM	LC	PR	AC/SM	IN/AM	SM/LC	
4:38	0:36	1:49	0:19	0:39	1:19	1:08	1:37	0:55	
1:45		0:38			2:04				
8:53		0:26			3:26				
		8:37							
		1:39							
		1:52							
15:16	**0:36**	**15:01**	**0:19**	**0:39**	**6:49**	**1:08**	**1:37**	**0:55**	**42:20**

TEACHER B - LESSON 10				
	Stages	*Time*	*Duration*	*Substages*
1	SM	0:17	0:13	
2	IN	0:30	0:15	
3	PR	0:45	2:55	
4	IN	3:40	0:13	
5	IN	3:53	0:52	
6	AC	4:45	0:12	
7	IN	4:57	2:05	
8	AC	7:02	0:57	
9	IN	7:59	0:27	
10	AC	8:26	1:01	
11	IN	9:27	0:47	
12	AC	10:14	2:11	
13	IN	12:25	1:15	
14	AC	13:40	1:00	
15	AC	14:40	27,03	3 IN
16	IN	41:43	0:17	

AC	SM	IN	PR	
0:12	0:13	0:15	2:55	
0:57		0:13		
1:01		0:52		
2:11		2:05		
1:00		0:27		
27:03		0:47		
		1:15		
		0:17		
32:24	**0:13**	**6:11**	**2:55**	**41:43**

TEACHER B - LESSON 11

	Stages	*Time*	*Duration*	*Substages*
1	SM/LC	0:00	0:30	
2	AM/SM	0:30	0:47	
3	LC/SM	1:17	2:14	
4	LC	3:31	0:54	
5	IN	4:25	0:52	
6	PR	5:17	1:05	
7	PR	6:22	1:24	1 IN
8	SM/LC	7:46	1:01	
9	IN	8:47	0:38	
10	FE	9:25	2:50	
11	IN	12:15	0:18	
12	FE	12:33	1:57	
13	IN	14:30	0:51	
14	LC	15:21	1:34	
15	IN/LC	16:55	0:49	
16	AC	17:44	1:18	
17	FE	19:02	0:15	
18	IN	19:17	0:09	
19	PR	19:26	3:07	
20	SM/LC	22:33	1:15	
21	PR	23:48	1:00	
22	FE	24:48	0:11	
23	IN	24:59	0:08	
24	PR	25:07	1:25	
25	LC	26:32	1:10	
26	AC	27:42	2:32	1 SM/LC
27	IN	30:14	1:28	1 IN, 1 DM
28	IN	31:42	2:24	
29	AC	34:06	7:54	1 IN, 1 SM/LC, 1 SM
30	IN	42:00	0:18	

AC	SM/LC	IN	FE	LC	PR	AM/SM	IN/LC	
1:18	0:30	0:52	2:50	0:54	1:05	0:47	0:49	
2:32	2:14	0:38	1:57	1:34	1:24			
7:54	1:01	0:18	0:15	1:10	3:07			
	1:15	0:51	0:11		1:00			
		0:09			1:25			
		0:08						
		1:28						
		2:24						
		0:18						
11:44	**5:00**	**7:06**	**5:13**	**3:38**	**8:01**	**0:47**	**0:49**	**42:18**

Teacher C

TEACHER C - LESSON 1				
	Stages	*Time*	*Duration*	*Substages*
1	AC	0:01	2:54	1 SM
2	IN	2:55	0:57	1 LC
3	AC	3:52	1:13	1 IN, 1 SM
4	IN	5:05	0:50	
5	AC	5:55	2:31	1 IN
6	IN	8:26	0:42	
7	FE	9:08	3:12	1 LC
8	IN	12:20	0:04	
9	AC	12:24	0:57	1 IN, 1 FE
10	LC	13:21	0:23	
11	IN	13:44	0:53	1 SM, 1 LC
12	AC	14:37	2:41	1 IN
13	IN	17:18	2:02	1 LC
14	AC	19:20	2:24	
15	FE	21:44	3:22	1 SM, 1 LC
16	IN	25:06	1:56	2 LC
17	AC	27:02	3:11	1 DM
18	IN/AC	30:13	1:21	1 LC
19	IN	31:34	0:12	
20	SM	31:46	8:37	1 IN, 2 AM
21	IN	40:23	0:28	1 SM

AC	SM	IN	FE	LC	IN/AC	
2:54	8:37	0:57	3:12	0:23	1:21	
1:13		0:50	3:22			
2:31		0:42				
0:57		0:04				
2:41		0:53				
2:24		2:02				
3:11		1:56				
		0:12				
		0:28				
15:51	**8:37**	**8:04**	**6:34**	**0:23**	**1:21**	**40:50**

TEACHER C - LESSON 2				
	Stages	*Time*	*Duration*	*Substages*
1	SM/LC	0:01	0:36	1 SM
2	LC	0:37	2:34	1 SM/LC
3	IN/SM	3:11	0:18	
4	LC/SM	3:29	0:28	
5	IN	3:57	1:51	2 DM
6	AC	5:48	0:48	
7	IN	6:36	0:39	1 DM
8	IN	7:15	0:48	1 DM
9	AC	8:03	1:03	
10	IN	9:06	0:21	
11	AC	9:27	0:21	
12	LC	9:48	1:16	1 SM
13	IN	11:04	0:30	
14	AC	11:34	0:12	
15	IN	11:46	0:56	
16	AC	12:42	0:33	
17	IN	13:15	1:50	1 SM, 1 LC
18	AC	15:05	4:04	
19	FE	19:09	4:01	1 LC, 1 DM
20	IN	23:10	0:10	
21	LC	23:20	4:00	3 IN
22	IN	27:20	1:14	
23	AC	28:34	3:16	1 SM/LC
24	IN	31:50	0:47	
25	AC	32:37	2:50	1 IN
26	FE	35:27	1:10	1 DM/SM
27	IN	36:37	0:09	
28	SM	36:46	4:02	

AC	SM	IN	FE	LC	SM/LC	IN/SM	
0:48	4:02	1:51	4:01	2:34	0:36	0:18	
1:03		0:39	1:10	1:16	0:28		
0:21		0:48		4:00			
0:12		0:21					
0:33		0:30					
4:04		0:56					
3:16		1:50					
2:50		0:10					
		1:14					
		0:47					
		0:09					
13:07	**4:02**	**9:15**	**5:11**	**7:50**	**1:04**	**0:18**	**40:47**

TEACHER C - LESSON 3				
	Stages	*Time*	*Duration*	*Substages*
1	LC/SM	0:05	4:41	1 SM
2	AC	4:46	1:48	2 IN
3	IN	6:34	1:29	1 IN, 1 AM
4	PR	8:03	1:38	
5	IN	9:41	0:12	
6	AC	9:53	0:21	
7	IN	10:14	0:40	
8	AC	10:54	0:22	
9	IN	11:16	0:38	
10	AC	11:54	0:24	
11	PR	12:18	0:28	1 IN
12	AC	12:46	1:40	1 IN, 1 SM
13	IN	14:26	1:01	
14	AC	15:27	2:07	
15	IN	17:34	0:38	
16	AC	18:12	4:23	1 IN, 1 IN/SM
17	AC/SM	22:35	2:28	
18	FE	25:03	0:11	
19	IN	25:14	0:23	
20	AC	25:37	1:16	2 DM
21	IN	26:53	0:50	
22	PR	27:43	2:40	2 IN
23	SM	30:23	5:49	1 DM

AC	SM	IN	FE	LC/SM	PR	AC/SM	
1:48	5:49	1:29	0:11	4:41	1:38	2:28	
0:21		0:12			0:28		
0:22		0:40			2:40		
0:24		0:38					
1:40		1:01					
2:07		0:38					
4:23		0:23					
1:16		0:50					
12:21	**5:49**	**5:51**	**0:11**	**4:41**	**4:46**	**2:28**	**36:07**

TEACHER C - LESSON 4				
	Stages	*Time*	*Duration*	*Substages*
1	SM	0:06	2:13	
2	LC	2:19	1:46	1 DM
3	AC	4:05	1:43	2 LC/SM
4	FE	5:48	0:20	
5	AC	6:08	1:08	
6	IN	7:16	0:09	
7	AC	7:25	1:56	1 SM, 1 SM/DM
8	IN	9:21	0:22	
9	AC	9:43	7:08	3 SM, 1 SM/DM
10	FE	16:51	0:32	
11	IN	17:23	2:40	2 DM
12	AC	20:03	5:00	1 IN, 2 AS
13	IN	25:03	0:48	2 DM
14	AC	25:51	8:32	1 IN, 1 IN/DM
15	IN	34:23	0:08	
16	LC	34:31	0:39	
17	SM	35:10	3:00	

AC	SM	IN	FE	LC	
1:43	2:13	0:09	0:20	1:46	
1:08	3:00	0:22	0:32	0:39	
1:56		2:40			
7:08		0:48			
5:00		0:08			
8:32					
25:27	**5:13**	**4:07**	**0:52**	**2:25**	**38:04**

TEACHER C - LESSON 5				
	Stages	*Time*	*Duration*	*Substages*
1	LC	0:23	1:01	
2	IN	1:24	0:58	
3	FE	2:22	2:00	1 IN, 1 DM
4	FE	4:22	1:04	
5	IN	5:26	0:14	
6	FE	5:40	2:44	
7	FE	8:24	2:48	
8	IN	11:12	0:52	
9	FE	12:04	2:05	
10	FE	14:09	1:32	
11	IN	15:41	0:18	
12	FE	15:59	2:32	1 IN, 1 DM
13	FE	18:31	1:59	
14	IN	20:30	1:45	1 IN
15	AC	22:15	0:52	
16	FE	23:07	0:57	
17	PR	24:04	5:15	1 IN, 1 DM
18	IN	29:19	1:01	
19	AC	30:20	5:43	1 DM
20	LC/SM	36:03	0:44	1 SM
21	PR	36:47	0:25	
22	SM	37:12	2:23	

AC	SM	IN	FE	LC	PR	LC/SM	
0:52	2:23	0:58	2:00	1:01	5:15	0:44	
5:43		0:14	1:04		0:25		
		0:52	2:44				
		0:18	2:48				
		1:45	2:05				
		1:01	1:32				
			2:32				
			1:59				
			0:57				
6:35	**2:23**	**5:08**	**17:41**	**1:01**	**5:40**	**0:44**	**39:12**

TEACHER C - LESSON 6				
	Stages	*Time*	*Duration*	*Substages*

1	AM	0:43	1:30	1 IN
2	IN	2:13	0:03	
3	AC	2:16	0:39	
4	FE	2:55	0:54	
5	IN	3:49	2:45	3 IN, 1 LC
6	AC	6:34	6:36	1 IN, 1 AM
7	IN/AM	13:10	1:10	
8	IN	14:20	1:55	1 IN, 1 DM
9	AC	16:15	2:22	
10	FE	18:37	1:15	1 DM
11	IN	19:52	0:35	1 FE
12	AC	20:27	1:12	
13	IN	21:39	1:18	
14	AC	22:57	0:59	
15	FE	23:56	0:36	
16	AC	24:32	0:54	
17	FE	25:26	0:33	
18	IN	25:59	0:14	
29	AC	26:13	3:58	
20	FE	30:11	1:51	1 DM
21	IN	32:02	1:58	
22	AC	34:00	2:07	1 IN
23	IN	36:07	0:10	
24	AC	36:17	1:40	1 IN/DM
25	IN	37:57	0:23	
26	AC	38:20	1:36	
27	IN/AM	39:56	0:26	

AC	FE	IN	AM	IN/AM	
0:39	0:54	0:03	1:30	1:10	
6:36	1:15	2:45		0:26	
2:22	0:36	1:55			
1:12	0:33	0:35			
0:59	1:51	1:18			
0:54		0:14			
3:58		1:58			
2:07		0:10			
1:40		0:23			
1:36					
22:03	**5:09**	**9:21**	**1:30**	**1:36**	**39:39**

TEACHER C - LESSON 7				
	Stages	*Time*	*Duration*	*Substages*
1	IN	0:46	1:38	1 IN

2	IN	2:24	0:56	
3	PR	3:20	0:33	
4	IN	3:53	0:30	
5	IN	4:23	0:31	
6	LC/IN	4:54	0:55	1 DM
7	IN/SM	5:49	0:57	
8	AC	6:46	3:06	2 IN
9	FE	9:52	1:56	1 SM
10	IN	11:48	0:09	
11	AC	11:57	0:40	
12	IN	12:37	0:39	1 SM, 1 LC
13	AC	13:16	1:46	1 IN
14	FE	15:02	0:36	1 LC
15	IN	15:38	1:42	1 DM
16	PR	17:20	2:35	1 AM
17	IN	19:55	0:10	
18	AC	20:05	3:22	1 IN, 1 DM, 1 FE
19	IN	23:27	0:34	
20	PR	24:01	0:19	
21	IN	24:20	1:45	1 SM
22	AC	26:05	3:51	5 IN, 1 DM
23	FE	29:56	3:52	1 IN/DM, 1 DM
24	IN	33:48	0:21	
25	AC	34:09	1:29	1 IN
26	FE	35:38	0:59	
27	IN	36:37	1:47	2 DM
28	LC/SM	38:24	1:01	

AC	LC/IN	IN	FE	IN/SM	PR	LC/SM	
3:06	0:55	1:38	1:56	0:57	0:33	1:01	
0:40		0:56	0:36		2:35		
1:46		0:30	3:52		0:19		
3:22		0:31	0:59				
3:51		0:09					
1:29		0:39					
		1:42					
		0:10					
		0:34					
		1:45					
		0:21					
		1:47					
14:14	**0:55**	**10:42**	**7:23**	**0:57**	**3:27**	**1:01**	**38:39**

TEACHER C - LESSON 8				
	Stages	*Time*	*Duration*	*Substages*
1	SM/DM	0:09	0:11	
2	IN	0:20	0:32	1 AM
3	PR	0:52	1:06	1 LC, 1 DM

4	IN	1:58	0:18	
5	AC	2:16	0:22	
6	IN	2:38	1:00	1 LC
7	AC	3:38	0:58	1 IN
8	LC	4:36	0:54	
9	AC	5:30	1:35	
10	FE	7:05	1:01	
11	IN	8:06	0:24	
12	AC	8:30	1:00	
13	IN	9:30	0:24	
14	AC	9:54	1:06	1 IN
15	FE	11:00	0:30	1 LC
16	IN	11:30	0:30	
17	FE	12:00	2:44	1 LC/SM
18	IN	14:44	0:08	
19	PR	14:52	1:46	
20	IN	16:38	0:23	
21	PR	17:01	3:32	
22	FE	20:33	0:11	
23	AC	20:44	5:25	2 LC/SM, 1 LC
24	LC	26:09	1:00	
25	IN	27:09	0:09	
26	AC	27:18	2:07	2 AS, 1 LC
27	IN	29:25	0:55	
28	AC	30:20	3:33	1 AS, 1 FE
29	PR	33:53	0:23	1 LC
30	IN	34:16	1:15	1 LC
31	AC	35:31	3:50	1 LC/SM, 1 SM
32	SM	39:21	2:24	

AC	SM	IN	FE	LC	PR	SM/DM	
0:22	2:24	0:32	1:01	0:54	1:06	0:11	
0:58		0:18	0:30	1:00	1:46		
1:35		1:00	2:44		3:32		
1:00		0:24	0:11		0:23		
1:06		0:24					
5:25		0:30					
2:07		0:08					
3:33		0:23					
3:50		0:09					
		0:55					
		1:15					
19:56	**2:24**	**5:58**	**4:26**	**1:54**	**6:47**	**0:11**	**41:36**

TEACHER C - LESSON 9

	Stages	*Time*	*Duration*	*Substages*
1	AM	0:24	0:22	
2	IN	0:46	0:50	1 IN, 1 SM
3	AC	1:36	2:20	1 IN, 1 DM
4	AC	3:56	1:19	1 SM
5	IN	5:15	1:11	1 DM
6	PR	6:26	2:00	
7	IN	8:26	0:10	
8	AC	8:36	1:37	1 DM
9	IN	10:13	0:30	1 LC
10	AC	10:43	2:30	1 SM, 1 DM
11	FE	13:13	0:27	
12	IN	13:40	0:38	
13	AC	14:18	2:38	
14	LC/SM	16:56	0:25	
15	IN	17:21	0:30	
16	AC/SM	17:51	6:26	1 SM
17	FE	24:17	0:15	
18	IN	24:32	4:55	2 SM
19	AC	29:27	6:35	1 AS
20	AC/IN	36:02	2:09	
21	IN/SM	38:11	0:36	1 DM
22	LC/SM	38:47	0:58	1 DM

AC	**IN**	**FE**	**LC/SM**	**PR**	**AM**	**AC/SM**	**AC/IN**	**IN/SM**	
2:20	0:50	0:27	0:25	2:00	0:22	6:26	2:09	0:36	
1:19	1:11	0:15	0:58						
1:37	0:10								
2:30	0:30								
2:38	0:38								
6:35	0:30								
	4:55								
16:59	**8:44**	**0:42**	**1:23**	**2:00**	**0:22**	**6:26**	**2:09**	**0:36**	**39:21**

TEACHER C - LESSON 10				
	Stages	*Time*	*Duration*	*Substages*
1	PR	0:45	1:42	
2	IN	2:27	2:58	
3	AC	5:25	3:28	

4	IN	8:53	0:57	
5	AC	9:50	2:52	1 IN
6	IN	12:42	0:42	
7	FE/IN	13:24	4:14	
8	FE	17:38	6:37	1 IN, 1 LC
9	FE	24:15	4:53	1 SM/LC
10	LC	29:08	1:32	
11	FE	30:40	0:45	
12	IN	31:25	0:41	
13	FE	32:06	1:30	
14	FE	33:36	5:05	1 IN, 1 DM
15	IN	38:41	2:54	

AC	FE/IN	IN	FE	LC	PR	
3:28	4:14	2:58	6:37	1:32	1:42	
2:52		0:57	4:53			
		0:42	0:45			
		0:41	1:30			
		2:54	5:05			
6:20	**4:14**	**8:12**	**18:50**	**1:32**	**1:42**	**40:50**

TEACHER C - LESSON 11				
	Stages	*Time*	*Duration*	*Substages*
1	AM	0:38	2:57	1 DM
2	IN/DM	3:35	0:41	
3	AC/DM	4:16	0:12	
4	IN	4:28	2:15	1 IN/SM, 1 DM
5	AC	6:43	11:46	1 IN
6	IN/LC	18:29	3:24	
7	IN	21:53	1:19	
8	DM	23:12	0:16	
9	FE	23:28	0:52	
10	FE	24:20	6:48	
11	IN	31:08	0:16	
12	AC	31:24	1:08	1 FE
13	FE	32:32	4:32	3 SM
14	FE/IN	37:04	0:20	
15	IN/SM	37:24	5:05	1 DM

AC	SM	IN	FE	IN/LC	IN/DM	AM	AC/DM	DM	FE/IN
11:46	5:05	2:15	0:52	3:24	0:41	2:57	0:12	0:16	0:20

1:08		1:19	6:48							
		0:16	4:32							
12:54	**5:05**	**3:50**	**12:12**	**3:24**	**0:41**	**2:57**	**0:12**	**0:16**	**0:20**	**41:51**

TEACHER C - LESSON 12				
	Stages	*Time*	*Duration*	*Substages*
1	AM/IN	0:09	1:44	
2	AC	1:53	2:46	1 IN
3	IN	4:39	0:38	1 SM
4	PR	5:17	3:23	1 IN, 1 SM
5	PR	8:40	2:27	
6	PR	11:07	0:42	
7	PR	11:49	3:03	1 IN
8	PR	14:52	1:33	
9	IN	16:25	3:54	
10	AC	20:19	5:08	1 IN
11	IN	25:27	0:20	
12	FE	25:47	2:50	
13	IN	28:37	2:48	1 SM/PR
14	AC	31:25	0:25	1 IN
15	IN/SM	31:50	1:03	
16	AC	32:53	4:28	
17	FE	37:21	1:48	1 DM
18	IN/SM	39:09	3:05	2 IN

AC	**SM**	**IN**	**FE**	**AM/IN**	**PR**	
2:46	1:03	0:38	2:50	1:44	3:23	
5:08	3:05	3:54	1:48		2:27	
0:25		0:20			0:42	
4:28		2:48			3:03	
					1:33	
12:47	**4:08**	**7:40**	**4:38**	**1:44**	**11:08**	**42:05**

Teacher D

TEACHER D - LESSON I				
	Stages	*Time*	*Duration*	*Substages*
1	SM/LC	0:07	0:29	
2	AM	0:36	0:40	
3	AM	1:16	2:21	1 IN, 1 AM, 1 DM, 1 SM/LC
4	FE/IN	3:37	1:45	1 IN, 1 AM
5	IN	5:22	0:15	
6	PR	5:37	5:44	
7	AC	11:21	2:27	1 FE
8	IN	13:48	0:29	
9	PR	14:17	4:22	
10	IN	18:39	0:53	1 IN, 1 PR, 1 SM/LC
11	PR	19:32	8:25	1 IN, 3 LC
12	IN	27:57	4:10	1 IN, 1 DM
13	IN	32:07	0:32	
14	PR	32:39	3:11	1 IN, 1 IN/LC
15	PR	35:50	3:25	3 IN
16	PR	39:15	0:56	
17	LC	40:11	1:39	

AC	SM/LC	IN	FE/IN	LC	PR	AM	
2:27	0:29	0:15	1:45	1:39	5:44	0:40	
		0:29			4:22	2:21	
		0:53			8:25		
		4:10			3:11		
		0:32			3:25		
					0:56		
2:27	**0:29**	**6:19**	**1:45**	**1:39**	**26:03**	**3:01**	**41:43**

TEACHER D - LESSON 2				
	Stages	*Time*	*Duration*	*Substages*
1	AM/LC	0:06	0:03	
2	AM	0:09	1:02	1 IN
3	IN/AC	1:11	0:42	
4	FE	1:53	3:22	2 IN, 1 LC
5	FE	5:15	0:36	1 DM
6	IN	5:51	0:09	
7	FE	6:00	6:24	1 IN, 1 AM, 1 LC
8	FE	12:24	0:33	
9	IN	12:57	0:27	
10	AC	13:24	2:00	
11	IN	15:24	0:05	
12	AC	15:29	1:12	2 IN
13	FE	16:41	0:33	
14	IN	17:14	0:51	2 SM
15	AC	18:05	8:35	4 IN, 1 SM, 2 DM, 1 IN/DM
16	IN	26:40	0:40	
17	IN	27:20	0:20	
18	AC	27:40	8:52	2 IN, 1 FE
19	IN	36:32	3:20	1 IN, 1 SM, 1 IN/DM

AC	IN/AC	IN	FE	AM/LC	AM	
2:00	0:42	0:09	3:22	0:03	1:02	
1:12		0:27	0:36			
8:35		0:05	6:24			
8:52		0:51	0:33			
		0:40	0:33			
		0:20				
		3:20				
20:39	**0:42**	**5:52**	**11:28**	**0:03**	**1:02**	**39:46**

TEACHER D - LESSON 3

	Stages	*Time*	*Duration*	*Substages*
1	SM/AC	0:11	0:47	
2	AC	0:58	0:07	
3	FE	1:05	2:42	1 IN, 1 SM, 1 LC
4	IN	3:47	0:13	
5	PR	4:00	4:52	1 SM
6	IN	8:52	0:42	
7	IN	9:34	1:02	2 FE
8	PR	10:36	4:56	1 IN, 1 DM
9	IN	15:32	0:29	
10	LC	16:01	0:34	
11	AC	16:35	5:43	1 IN, 1 AS
12	PR	22:18	4:41	
13	PR	26:59	6:31	1 IN, 1 DM, 1 SM, 1 SM/LC
14	IN	33:30	1:28	1 SM
15	AC	34:58	4:10	1 LC
16	FE	39:08	2:55	1 IN

AC	**SM/AC**	**IN**	**FE**	**LC**	**PR**	
0:07	0:47	0:13	2:42	0:34	4:52	
5:43		0:42	2:55		4:56	
4:10		1:02			4:41	
		0:29			6:31	
		1:28				
10:00	**0:47**	**3:54**	**5:37**	**0:34**	**21:00**	**41:52**

TEACHER D - LESSON 4				
	Stages	*Time*	*Duration*	*Substages*
1	AM/SM	0:10	0:33	
2	FE	0:43	2:05	
3	PR	2:48	3:42	1 IN/AM
4	IN	6:30	0:03	
5	FE	6:33	11:38	1 IN, 4 SM, 1 LC
6	IN	18:11	1:29	1 IN, 1 LC, 1 SM/LC
7	AC	19:40	9:41	5 IN, 1 LC, 1 DM
8	IN	29:21	1:32	2 IN, 1 AM
9	AC	30:53	4:19	2 LC
10	IN	35:12	0:12	
11	AC	35:24	5:19	2 IN, 1 SM, 3 LC
12	IN	40:43	0:24	
13	LC	41:07	0:34	1 SM

AC	AM/SM	IN	FE	LC	PR	
9:41	0:33	0:03	2:05	0:34	3:42	
4:19		1:29	11:38			
5:19		1:32				
		0:12				
		0:24				
19:19	**0:33**	**3:40**	**13:43**	**0:34**	**3:42**	**41:31**

TEACHER D - LESSON 5				
	Stages	***Time***	***Duration***	***Substages***
1	IN	0:32	0:39	
2	FE	1:11	1:56	
3	IN	3:07	0:21	
4	PR	3:28	4:12	
5	IN	7:40	0:09	
6	FE	7:49	4:56	
7	IN/PR	12:45	1:34	
8	IN	14:19	1:44	1 IN/DM
9	AC	16:03	6:43	3 IN
10	IN	22:46	0:57	1 IN, 1 AS
11	AC	23:43	6:56	2 IN, 1 IN/SM, 1 IN/FE
12	IN	30:39	0:06	
13	AC	30:45	4:17	1 SM, 1 FE
14	FE	35:02	0:40	
15	IN	35:42	3:42	1 AS, 2 SM, 1 DM
16	SM	39:24	1:30	
17	FE	40:54	0:15	

AC	SM	IN	FE	IN/PR	PR	
6:43	1:30	0:39	1:56	1:34	4:12	
6:56		0:21	4:56			
4:17		0:09	0:40			
		1:44	0:15			
		0:57				
		0:06				
		3:42				
17:56	**1:30**	**7:38**	**7:47**	**1:34**	**4:12**	**40:37**

TEACHER D - LESSON 6				
	Stages	***Time***	***Duration***	***Substages***

1	FE/AM	0:04	2:50	1 IN, 1 AM
2	IN	2:54	0:56	
3	FE	3:50	13:31	3 IN, 1 SM
4	IN/AM	17:21	1:17	
5	IN	18:38	1:13	
6	IN	19:51	0:14	
7	PR	20:05	1:57	
8	IN	22:02	0:52	1 IN
9	FE	22:54	15:03	2 IN, 1 AS
10	IN	37:57	0:16	
11	FE	38:13	2:14	
12	IN	40:27	1:55	1 IN, 1 FE/IN

FE	IN/AM	IN	FE/AM	PR	
13:31	1:17	0:56	2:50	1:57	
15:03		1:13			
2:14		0:14			
		0:52			
		0:16			
		1:55			
30:48	**1:17**	**5:26**	**2:50**	**1:57**	**42:18**

TEACHER D - LESSON 7				
	Stages	*Time*	*Duration*	*Substages*
1	IN	0:18	0:46	
2	IN	1:04	0:45	
3	AC	1:49	4:42	2 AS
4	IN	6:31	0:23	
5	AC	6:54	22:57	
6	FE	29:51	0:12	
7	IN	30:03	5:22	
8	AC	35:25	5:50	
9	IN	41:15	0:30	
10	FE	41:45	0:09	

AC	IN	FE	
4:42	0:46	0:12	
22:57	0:45	0:09	
5:50	0:23		
	5:22		
	0:30		
33:29	**7:46**	**0:21**	**41:36**

TEACHER D- LESSON 8

	Stages	*Time*	*Duration*	*Substages*
1	AM	0:20	1:05	
2	IN	1:25	1:44	1 AM
3	IN	3:09	0:56	
4	AC	4:05	5:22	
5	IN	9:27	0:08	
6	AC	9:35	16:38	6 IN, 1 FE/SM, 1 FE
7	IN/SM	26:13	1:20	
8	AC	27:33	10:09	1 IN, 1 SM, 1 FE
9	FE	37:42	0:18	
10	LC/SM	38:00	3:58	1 IN, 3 SM

AC	IN	FE	LC/SM	AM	IN/SM	
5:22	1:44	0:18	3:58	1:05	1:20	
16:38	0:56					
10:09	0:08					
32:09	**3:48**	**0:18**	**3:58**	**1:05**	**1:20**	**42:38**

TEACHER D - LESSON 9				
	Stages	*Time*	*Duration*	*Substages*
1	AM/SM	0:07	0:40	
2	LC/SM	0:47	2:38	1 IN
3	PR	3:25	8:03	
4	IN	11:28	0:41	
5	AC	12:09	2:04	
6	IN	14:13	0:14	
7	PR	14:27	4:19	
8	IN	18:46	1:02	
9	AC	19:48	3:11	
10	FE	22:59	0:12	
11	IN	23:11	0:15	
12	AC	23:26	0:27	1 IN
13	SM/LC	23:53	0:54	
14	AC	24:47	5:13	3 IN, 1 FE
15	PR	30:00	7:46	2 IN, 2 LC
16	IN	37:46	1:20	
17	IN	39:06	1:51	3 IN
18	SM	40:57	1:04	1 FE

AC	SM	IN	FE	SM/LC	PR	AM/SM
2:04	1:04	0:41	0:12	2:38	8:03	0:40

3:11		0:14		0:54	4:19		
0:27		1:02			7:46		
5:13		0:15					
		1:20					
		1:51					
10:55	**1:04**	**5:23**	**0:12**	**3:32**	**20:08**	**0:40**	**41:54**

TEACHER D - LESSON 10				
	Stages	***Time***	***Duration***	***Substages***
1	IN	0:07	0:15	
2	AM	0:22	0:35	
3	IN	0:57	0:26	
4	IN	1:23	1:31	
5	FE	2:54	2:41	1 IN
6	IN	5:35	0:15	
7	FE	5:50	0:37	
8	IN	6:27	0:26	
9	AC	6:53	4:33	1 AM
10	IN	11:26	0:28	
11	AC	11:54	8:19	1 IN
12	FE	20:13	1:21	1 IN
13	PR	21:34	0:53	
14	IN	22:27	1:46	
15	AC	24:13	8:26	1 IN, 1 SM
16	IN	32:39	0:21	
17	IN/PR	33:00	4:58	
18	AC	37:58	3:47	2 IN, 1 FE
19	IN	41:45	0:02	

AC	**IN/PR**	**IN**	**FE**	**AM**	**PR**	
4:33	4:58	0:15	2:41	0:35	0:53	
8:19		0:26	0:37			
8:26		1:31	1:21			
3:47		0:15				
		0:26				
		0:28				
		1:46				
		0:21				
		0:02				
25:05	**4:58**	**5:30**	**4:39**	**0:35**	**0:53**	**41:40**

Teacher E

TEACHER E - LESSON 1				
	Stages	*Time*	*Duration*	*Substages*
1	AM	0:01	1:50	
2	PR	1:51	0:29	
3	AM	2:20	0:43	
4	AM	3:03	0:40	
5	AM	3:43	2:50	
6	PR	6:33	0:51	1 LC
7	IN	7:24	0:21	
8	PR	7:45	5:05	
9	AC	12:50	2:17	
10	LC	15:07	0:31	
11	AC	15:38	2:26	1 FE, 1 PR
12	FE	18:04	1:02	
13	IN	19:06	0:36	
14	PR	19:42	3:18	1 LC
15	AC	23:00	1:15	
16	AC	24:15	3:53	
17	PR	28:08	1:02	
18	LC	29:10	2:04	
19	PR	31:14	1:50	
20	IN	33:04	3:21	1 AS, 1 SM, 1 LC
21	AC	36:25	2:17	
22	IN	38:42	0:18	
23	AC	39:00	1:49	
24	PR	40:49	1:58	
25	IN	42:47	0:55	
26	AC	43:42	2:01	
27	IN	45:43	1:53	1 LC
28	AC	47:36	2:04	
29	IN/LC	49:40	1:49	
30	AC	51:29	3:31	1 FE

AC	AM	IN	FE	LC	PR	IN/LC	
2:17	1:50	0:21	1:02	0:31	0:29	1:49	
2:26	0:43	0:36		2:04	0:51		
1:15	0:40	3:21			5:05		
3:53	2:50	0:18			3:18		
2:17		0:55			1:02		
1:49		1:53			1:50		
2:01					1:58		
2:04							
3:31							
21:33	**7:03**	**7:24**	**1:02**	**2:35**	**14:33**	**1:49**	**55:59**

TEACHER E - LESSON 2				
	Stages	*Time*	*Duration*	*Substages*
1	AM	0:05	2:50	
2	AM	2:55	0:43	
3	PR	3:38	0:59	1 SM
4	PR	4:37	1:02	
5	PR	5:39	1:10	
6	IN	6:49	0:56	
7	AC	7:45	1:25	
8	IN	9:10	0:30	
9	AC	9:40	1:22	
10	IN	11:02	0:59	
11	AC	12:01	2:40	
12	FE/AC	14:41	0:39	
13	LC	15:20	0:34	
14	FE	15:54	0:51	
15	PR	16:45	2:28	
16	AC	19:13	4:47	
17	IN	24:00	0:24	
18	AC	24:24	2:39	
19	IN	27:03	1:20	
20	AC	28:23	1:48	
21	IN	30:11	1:48	
22	AC	31:59	4:15	1 IN
23	AC	36:14	2:20	
24	IN	38:34	1:05	
25	AC	39:39	0:36	
26	FE	40:15	0:33	
27	IN	40:48	0:49	
28	AC	41:37	0:41	
29	FE/PR	42:18	2:23	
30	IN/LC	44:41	0:40	
31	AC	45:21	0:27	
32	FE/LC	45:48	0:35	
33	AC	46:23	0:12	
34	FE	46:35	0:11	
35	IN	46:46	1:07	
36	AC	47:53	4:44	
37	IN	52:37	0:20	
38	AC	52:57	2:36	

AC	FE/AC	IN	FE	LC	PR	AM	FE/PR	IN/LC	FE/LC	
1:25	0:39	0:56	0:51	0:34	0:59	2:50	2:23	0:40	0:35	
1:22		0:30	0:33		1:02	0:43				
2:40		0:59	0:11		1:10					
4:47		0:24			2:28					
2:39		1:20								
1:48		1:48								
4:15		1:05								
2:20		0:49								
0:36		1:07								
0:41		0:20								
0:27										
0:12										
4:44										
2:36										
30:32	**0:39**	**9:18**	**1:35**	**0:34**	**5:39**	**3:33**	**2:23**	**0:40**	**0:35**	**55:28**

TEACHER E - LESSON 3				
	Stages	*Time*	*Duration*	*Substages*
1	IN	0:00	0:37	
2	AM	0:37	0:44	
3	AM/IN	1:21	1:25	
4	AM/LC	2:46	1:23	
5	IN	4:09	0:31	
6	AC	4:40	1:04	
7	IN	5:44	0:29	
8	AC	6:13	4:16	1 FE
9	FE	10:29	0:52	
10	AC	11:21	9:20	1 IN
11	LC	20:41	0:37	
12	IN	21:18	0:29	
13	PR	21:47	3:32	
14	AC/PR	25:19	2:27	
15	IN	27:46	0:34	
16	AC	28:20	4:19	1 LC/FE
17	FE	32:39	0:39	
18	IN	33:18	0:30	
19	AC	33:48	13:06	
20	FE	46:54	3:55	
21	LC	50:49	0:30	
22	IN	51:19	0:23	
23	AM	51:42	3:18	

AC	AM	IN	FE	LC	PR	AC/PR	AM/IN	AM/LC
1:04	0:44	0:37	0:52	0:37	3:32	2:27	1:25	1:23

4:16	3:18	0:31	0:39	0:30					
9:20		0:29	3:55						
4:19		0:29							
13:06		0:34							
		0:30							
		0:23							
32:05	**4:02**	**3:33**	**5:26**	**1:07**	**3:32**	**2:27**	**1:25**	**1:23**	**55:00**

TEACHER E - LESSON 4				
	Stages	*Time*	*Duration*	*Substages*
1	IN/AM	0:00	2:06	
2	LC/AM	2:06	1:16	
3	SM/LC	3:22	0:40	
4	IN	4:02	0:13	
5	AC	4:15	1:11	
6	IN	5:26	0:36	1 SM
7	AC	6:02	0:22	
8	1 SM/LC	6:24	0:59	1 LC
9	PR	7:23	1:13	
10	IN	8:36	0:14	
11	PR	8:50	1:08	
12	IN	9:58	0:33	
13	AC	10:31	5:51	
14	IN	16:22	0:47	
15	AC	17:09	4:13	
16	FE	21:22	0:23	
17	AC	21:45	1:08	
18	FE	22:53	1:09	
19	FE/LC	24:02	2:23	
20	IN	26:25	0:16	
21	PR	26:41	1:54	
22	IN	28:35	0:32	
23	AC	29:07	2:34	
24	IN	31:41	0:24	
25	AC	32:05	4:39	
26	FE	36:44	0:26	
27	IN	37:10	0:54	
28	AC	38:04	0:54	
29	IN	38:58	0:16	
30	AC	39:14	0:56	
31	IN	40:10	1:14	
32	AC	41:24	1:57	
33	FE	43:21	2:16	
34	IN	45:37	1:00	
35	AC	46:37	3:18	
36	FE/AC	49:55	3:56	
37	FE	53:51	0:35	
38	SM/IN	54:26	0:34	

AC	SM/LC	IN	FE	FE/LC	PR	IN/AM	LC/AM	FE/AC	SM/IN

1:11	0:40	0:13	0:23	2:23	1:13	2:06	1:16	3:56	0:34	
0:22	0:59	0:36	1:09		1:08					
5:51		0:14	0:26		1:54					
4:13		0:33	2:16							
1:08		0:47	0:35							
2:34		0:16								
4:39		0:32								
0:54		0:24								
0:56		0:54								
1:57		0:16								
3:18		1:14								
		1:00								
27:03	**1:39**	**6:59**	**4:49**	**2:23**	**4:15**	**2:06**	**1:16**	**3:56**	**0:34**	**55:00**

TEACHER E - LESSON 5				
	Stages	***Time***	***Duration***	***Substages***
1	AM/IN	0:00	0:54	
2	LC/SM	0:54	0:35	
3	SM	1:29	0:34	
4	AM	2:03	0:28	
5	LC/SM	2:31	0:23	
6	PR/IN	2:54	0:52	
7	PR	3:46	2:57	
8	IN	6:43	0:13	
9	AC	6:56	1:48	1 LC
10	IN	8:44	0:27	
11	PR	9:11	2:39	
12	IN	11:50	0:38	
13	AC	12:28	5:04	1 IN
14	FE	17:32	1:36	1 LC/SM
15	IN/SM	19:08	2:46	
16	AC	21:54	7:24	1 IN
17	IN	29:18	0:37	
18	AC	29:55	2:47	1 LC/SM
19	FE	32:42	1:05	
20	IN	33:47	0:22	
21	PR	34:09	1:45	
22	IN	35:54	0:29	
23	AC	36:23	3:47	
24	FE	40:10	0:17	
25	LC	40:27	1:10	
26	IN	41:37	0:12	
27	AC	41:49	1:54	
28	IN	43:43	1:24	
29	AC	45:07	2:17	
30	FE	47:24	7:12	3 LC
31	PR	54:36	0:24	

AC	**LC/SM**	**IN**	**FE**	**LC**	**PR**	**AM**	**AM/IN**	**IN/SM**	**SM**	**PR/IN**
1:48	0:35	0:13	1:36	1:10	2:57	0:28	0:54	2:46	0:34	0:52

5:04	0:23	0:27	1:05		2:39						
7:24		0:38	0:17		1:45						
2:47		0:37	7:12		0:24						
3:47		0:22									
1:54		0:29									
2:17		0:12									
		1:24									
25:01	**0:58**	**4:22**	**10:10**	**1:10**	**7:45**	**0:28**	**0:54**	**2:46**	**0:34**	**0:52**	**55:00**

TEACHER E - LESSON 6				
	Stages	***Time***	***Duration***	***Substages***
1	SM	0:10	1:02	
2	SM/AM	1:12	1:26	
3	SM	2:38	0:22	1 AM
4	IN	3:00	0:08	
5	AC	3:08	0:44	
6	IN	3:52	0:26	
7	AC	4:18	0:57	
8	FE/LC	5:15	1:01	
9	AC	6:16	0:15	
10	IN	6:31	1:00	
11	AC	7:31	4:04	
12	FE/AC	11:35	3:16	
13	IN	14:51	1:05	
14	AC	15:56	5:54	
15	PR	21:50	0:59	
16	IN	22:49	0:26	
17	AC	23:15	1:54	
18	IN	25:09	0:27	
19	AC	25:36	4:18	
20	PR	29:54	0:24	
21	IN	30:18	0:43	
22	AC	31:01	3:28	1 LC, 1 SM/LC
23	FE	34:29	0:29	
24	AC	34:58	0:32	
25	IN	35:30	1:05	
26	AC	36:35	3:31	
27	FE	40:06	0:32	
28	PR	40:38	2:23	
29	IN	43:01	1:05	
30	AC	44:06	2:57	
31	IN	47:03	1:23	
32	AC	48:26	7:19	
33	PR	55:45	0:20	
34	IN	56:05	0:25	

AC	SM	IN	FE	FE/LC	PR	SM/AM	FE/AC
0:44	1:02	0:08	0:29	1:01	0:59	1:26	3:16

0:57	0:22	0:26	0:32		0:24			
0:15		1:00			2:23			
4:04		1:05			0:20			
5:54		0:26						
1:54		0:27						
4:18		0:43						
3:28		1:05						
0:32		1:05						
3:31		1:23						
2:57		0:25						
7:19								
35:53	**1:24**	**8:13**	**1:01**	**1:01**	**4:06**	**1:26**	**3:16**	**56:20**

TEACHER E - LESSON 7				
	Stages	***Time***	***Duration***	***Substages***
1	AM	0:00	2:41	
2	AM/SM	2:41	1:45	
3	AM/LC/SM	4:26	0:58	
4	IN	5:24	0:35	
5	PR	5:59	1:14	1 LC
6	IN	7:13	0:34	
7	AC	7:47	5:20	
8	FE	13:07	1:01	
9	IN	14:08	2:46	
10	AC	16:54	6:43	1 PR
11	FE	23:37	0:13	
12	IN	23:50	1:25	
13	AC	25:15	2:00	
14	FE	27:15	1:40	
15	IN	28:55	0:29	
16	AC	29:24	1:46	
17	IN	31:10	0:30	
18	IN	31:40	0:57	
19	FE/AC	32:37	5:30	1 AS, 2 SM/LC
20	IN	38:07	0:24	
21	AC	38:31	1:24	
22	LC	39:55	1:00	
23	AS	40:55	0:54	
24	PR	41:49	2:07	
25	IN	43:56	1:03	
26	AC	44:59	7:25	
27	IN	52:24	0:19	
28	FE	52:43	4:06	

AC	AM/SM	IN	FE	LC	PR	AM	AS	FE/AC	AM/LC/SM
5:20	1:45	0:35	1:01	1:00	1:14	2:41	0:54	5:30	0:58

6:43		0:34	0:13		2:07					
2:00		2:46	1:40							
1:46		1:25	4:06							
1:24		0:29								
7:25		0:30								
		0:57								
		0:24								
		1:03								
		0:19								
24:38	**1:45**	**9:02**	**7:00**	**1:00**	**3:21**	**2:41**	**0:54**	**5:30**	**0:58**	**56:49**

TEACHER E - LESSON 8				
	Stages	*Time*	*Duration*	*Substages*
1	IN/SM	0:36	2:43	
2	IN	3:19	1:01	
3	AC	4:20	4:16	
4	FE/AC	8:36	5:56	
5	IN/AC	14:32	1:40	
6	AC	16:12	5:40	1 FE
7	PR	21:52	2:16	
8	IN	24:08	0:27	
9	AC	24:35	3:26	
10	IN	28:01	1:41	
11	AC	29:42	3:48	
12	IN	33:30	1:57	
13	AC	35:27	15:07	1 IN
14	IN	50:34	0:28	
15	FE/AC	51:02	1:17	
16	IN	52:19	2:04	
17	AC	54:23	1:05	
18	FE/AC	55:28	1:20	1 SM, 1 PR

AC	**SM**	**IN**	**FE**	**IN/AC**	**PR**	
4:16	2:43	1:01	5:56	1:40	2:16	
5:40		0:27	1:17			
3:26		1:41	1:20			
3:48		1:57				
15:07		0:28				
1:05		2:04				
33:22	**2:43**	**7:38**	**8:33**	**1:40**	**2:16**	**56:12**

TEACHER E - LESSON 9				
	Stages	*Time*	*Duration*	*Substages*

1	AM	0:00	1:28	
2	SM/LC	1:28	1:09	1 AM/LC
3	AC/SM	2:37	2:06	
4	PR	4:43	1:02	1 SM
5	PR	5:45	1:14	
6	LC	6:59	1:09	
7	PR	8:08	1:02	
8	IN	9:10	0:41	
9	AC	9:51	2:18	
10	LC	12:09	1:26	
11	IN	13:35	0:53	
12	AC	14:28	1:20	
13	IN	15:48	0:20	
14	AC	16:08	3:16	
15	AC/SM	19:24	5:08	1 LC
16	IN	24:32	0:57	
17	AC	25:29	3:36	
18	AC/SM	29:05	0:57	
19	IN	30:02	1:52	
20	AC	31:54	3:06	
21	FE	35:00	1:17	1 AS
22	PR	36:17	6:06	1 LC
23	IN	42:23	0:13	
24	AC	42:36	2:13	
25	IN	44:49	0:26	
26	AC	45:15	3:28	
27	IN	48:43	0:54	1 SM
28	AC	49:37	2:36	
29	FE	52:13	2:52	
30	IN	55:05	0:08	
31	AC	55:13	2:41	

AC	SM	IN	FE	LC	PR	AM	SM/LC	
2:18	2:06	0:41	1:17	1:09	1:02	1:28	1:09	
1:20	5:08	0:53	2:52	1:26	1:14			
3:16	0:57	0:20			1:02			
3:36		0:57			6:06			
3:06		1:52						
2:13		0:13						
3:28		0:26						
2:36		0:54						
2:41		0:08						
24:34	**8:11**	**6:24**	**4:09**	**2:35**	**9:24**	**1:28**	**1:09**	**57:54**

TEACHER E - LESSON 10				
	Stages	*Time*	*Duration*	*Substages*
1	SM/IN	0:00	1:23	
2	IN	1:23	0:39	
3	AC	2:02	2:30	1 IN
4	IN	4:32	0:25	
5	IN	4:57	2:54	
6	PR	7:51	5:44	
7	IN	13:35	0:30	
8	AC	14:05	2:59	
9	SM/LC	17:04	0:59	
10	IN	18:03	0:12	
11	AC	18:15	1:30	
12	LC	19:45	0:37	
13	IN	20:22	0:48	
14	AC	21:10	4:07	
15	IN	25:17	0:28	
16	AC	25:45	5:22	
17	IN	31:07	0:12	
18	PR	31:19	0:54	
19	IN	32:13	0:28	
20	AC	32:41	1:57	
21	IN	34:38	0:22	

AC	LC/SM	IN	SM/IN	LC	PR	
2:30	0:59	0:39	1:23	0:37	5:44	
2:59		0:25			0:54	
1:30		2:54				
4:07		0:30				
5:22		0:12				
1:57		0:48				
		0:28				
		0:12				
		0:28				
		0:22				
18:25	**0:59**	**6:58**	**1:23**	**0:37**	**6:38**	**35:00**

TEACHER E - LESSON 11				
	Stages	*Time*	*Duration*	*Substages*

1	IN	0:00	1:07	
2	LC	1:07	2:50	
3	IN	3:57	0:18	
4	AM	4:15	0:06	
5	IN	4:21	1:13	
6	IN	5:34	2:48	
7	IN	8:22	0:34	
8	IN	8:56	0:29	
9	IN	9:25	0:19	
10	AC	9:44	1:34	
11	IN	11:18	1:11	
12	AC	12:29	1:35	
13	IN	14:04	0:22	
14	AC	14:26	1:42	
15	FE	16:08	2:24	
16	AS	18:32	0:28	
17	IN	19:00	0:50	
18	AC	19:50	5:38	
19	IN	25:28	0:15	
20	FE/AC	25:43	4:18	
21	LC	30:01	0:59	
22	FE/AC	31:00	3:02	
23	IN	34:02	0:23	
24	AC/PR	34:25	13:09	
25	IN	47:34	0:34	
26	IN	48:08	1:20	
27	AC	49:28	6:06	
28	SM/LC	55:34	0:14	

AC	FE/AC	IN	FE	LC	AC/PR	AM	SM/LC	AS	
1:34	4:18	1:07	2:24	2:50	13:09	0:06	0:14	0:28	
1:35	3:02	0:18		0:59					
1:42		1:13							
5:38		2:48							
6:06		0:34							
		0:29							
		0:19							
		1:11							
		0:22							
		0:50							
		0:15							
		0:23							
		0:34							
		1:20							
16:35	**7:20**	**11:43**	**2:24**	**3:49**	**13:09**	**0:06**	**0:14**	**0:28**	**55:48**

SHEET B / ON-SITE OBSERVATION

Level: . . . . . Time: . . . . . Lesson number: . . . . . Date: . . . . . Sheet number: . . . . . .

Physical organization classroom

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TIME	STAGE	NONVERBAL INTERACTION

SHEET B / ON-SITE OBSERVATION

Level: T Time: 10:00 - 10:50 Lesson number: 1 Date: 29/5/17 Sheet number: 1

Physical organization classroom

Un estudiante por mesa, profesor en el centro, pizarra al frente. Overhead screen. Meeting area. Hay 20 estudiantes. Tienen sus libros y cuadernos.

TIME	STAGE	NONVERBAL INTERACTION
10:01	M-1	prof habla con los estudiantes y ellos escuchan. Varios estudiantes piden prof que vaya a sus mesas. Prof va a mesa de pic y ayuda a estudiante. Luego va a mesa de pic y ayuda a estudiante.
	P1	el prof da instrucciones a los estudiantes. Los estudiantes escuchan.
	M-1	cierra la puerta y se sienta en su escritorio.
	M-1/	los estudiantes trabajan en sus libros y cuadernos.
	M-1	el prof se levanta y va a la mesa de pic y ayuda a estudiante. Luego va a la mesa de pic y ayuda a estudiante.

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Teacher X

SHEET C / RETROSPECTIVE ANALYSIS

Level: Time: Lesson Number: Date:

Physical organization classroom

TIME	STAGE	TRANSITIONS	NONVERBAL INTERACTION